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ABSTRACT

Three issues of the journal for 1985 focus on issues related to special education in New York. The winter issue centers on educating low incidence handicapped children in New York City. Articles address such aspects as special education effectiveness, occupational training centers, centers for multiply handicapped students, hospital schools, early childhood programs for Downs syndrome children, and the role of paraprofessionals. The spring issue presents an analysis of services in New York state for deaf students. Articles touch on such topics as minority deaf students, the use of sign language, vocational rehabilitation, teacher preparation, and metnal health. The fall issue examines special education curriculum and instructional practice in terms of early childhood, learning disabilities, emotional handicaps, reading disabilities, mathematics, secondary level mainstreaming, and software individualization. (CL)

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EDUCATING LOW INCIDENCE CHILDREN: NEW YORK CITY SPECIAL EDUCATION

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the FORUM

EDITOR
Dr. Herbert L. Foster (402)
Professor, Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

ASSISTANT EDITOR
Ms. Patricia Skok (402)
Resource Room Teacher
Williamsvile Schools
Williamsville, New York 14221
(716) 689-7057

ASSISTANT EDITOR PROFESSIONAL NEWS
Dr. Lee Ann Truesdell (805)
240 Oak Street
Ridgewood, N.J. 07450

ASSISTANT EDITOR-INTERN
Alice Kozen (402)
759 Brighten Road
Tonawanda, New York 14160
(716) 835-6849

MANAGING EDITOR
Deborah Swallow
Chicorelli (19)
18 Shepherd Ave.
Oneonta, N.Y. 13820
(607) 433-1554

ASSISTANT EDITOR LITERATURE REVIEW
George Singfield (71)
Director
Special Services Program
Samuel Field YM YWHA
58-20 Little Neck Blvd.
Little Neck, N.Y. 11362
(212) 225-6750

ASSISTANT EDITORS
TEACHER CLASSROOM CONCERNS
Bernie & Susan Kosberg (615)
The Orchard School
1156 North Broadway
Yonkers, New York 10701
(914) 965-8786

EDITORAL ADVISORY BOARD

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CEC membership applications can be secured from *Regional Representatives.*

State Student Officers .

Nancy Zumpano (19)
President
36 Court Street, B8
Geneseo, New York 14454
Nathan Phillips (483)
Student Governor
505 Prospect Street
Room 1213
Buffalo, New York 14201
(716) 881-3200 Ext. 6814

Alice McGuiness (798)
Secretary
455 Hempstead Gardens Drive
W. Hempstead, New York 11552
(516) 292-8434
Kathy Blew (19)
Treasurer
12727 Eagle Harbor
Knowlesville Road
Albion, New York 14414
(716) 798-1021
Pat Burns (19)
Membership
25 Orchard Street
Geneseo, New York 14454

Bridget Barr (798)
Publicity
R.D. #1, Weaver Road
Delanon, New York 12053
(518) 895-8168
Erika Rottenberg (19)
Past President
12611 Davan Drive
Silver Springs, MD 20904
(301) 622-3793
Dr. Ida Holman (19)
Advisor
Blake B.
Dept. of Special Education
SUC/Geneseo
(716) 245-5393

Advisory Board

(Continued from Page 3)

Sean O'Neill *(Albany)* (45)
Box 209-59
Altamont, New York 12009
(518) 355-3963
Ida Kolman (19)
NYS-SCEC Advisor
Dept. of Special Education
Blake B
SUC/Geneseo
Geneseo, New York 14454
(716) 245-5393

Nathan Phillips (483)
Student Governor
505 Prospect Street
Room 1213
Buffalo, New York 14201
(716) 881-2300 Ext. 6814
Dr. Herbert L. Foster (402)
Editor, The Forum
100 Sedgemoor Court
Williamsville, N.Y. 14221
(716) 634-8463

Dr. Richard J. Lee, (402)
Historian
168 North Street
Buffalo, New York 14201

Dr. Ed. Welch (1029)
PAN Representative
ED 231
6513 Lansing St.
Schnectady, N.Y. 12303
(518) 381-9524

Gary Pogorzelski (248)
Case Representative-Acting
1 Second Street
Camden, New York 13316
(315) 245-1242

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EXECUTIVE COMMITTEE
1984-1985

Mrs. Sally Quinby (402)
President
2679 Blakely Road
South Wales, New York 14139
(716) 652-1528
Mrs. Bertha Perez (805)
President-Elect
59-35 160 Street
Flushing, New York 11365
(212) 762-0579
Dr. Jed P. Luchow (498)
Vice President
247 Engle Street
Tenafly, New Jersey 07670
(201) 568-2927
Deborah Swallow Chicorelli (19)
Treasurer
18 Shepherd Avenue
Oneonta, New York 13820
(607) 433-1554
Lois Smith (249)
Secretary
53 Heitz Place
Hickville, New York 11801
(516) 681-3337
Dr. Judith A. Bondurant (402)
Past President
7810 Buffalo Road
East Aurora, New York 14052
(716) 655-0126
Dr. Gary O. Carman (615)
Governing Board Representative
1156 North Broadway
Yonkers, New York 10701
(914) 423-2340
Nancy Zumpan (19)
Student President
36 Court Street, B8
Geneseo, New York 14454

ADVISORY BOARD
(Regional Representatives)
Thomas Assenza
(Buffalo)
40 E. Depew Avenue
Buffalo, New York 14214
(716) 838-1847
Lori Carlson (19)
(Rochester)
50 Catherine Street, Apt. A
Lyons, New York 14489
(315) 946-3311
Jeremiah Hartnett *(Syracuse)* (1029)
5357 Mudhill Road
Brewerton, New York 13029
(315) 699-4614
Larry Banco *(N.Y. Region II)* (742)
788 Columbus Ave., Apt. 14R
New York, New York 10025
(212) 866-4449
Mrs. Marlene Wechsler
(N.Y. Region III) (805)
657 Flanders Drive
No. Woodmere, New York 11581
(516) 791-2605
Joel Brodsky *(Long Island)* (71)
15 Maiden Lane
Jericho, New York 11753
(516) 433-9348

Mrs. Sally Quinby (402)
President — NYSCEC
Teacher of LD ED
BOCES Erie-Cattaraugus #2
Eden Middle School
Main Street
Eden, New York 14057

President's Message

Dear CEC Members:

Many thanks to all who worked on the 1984 NYS CEC conference at the Buffalo Marriott. A great many dedicated, knowledgeable people gave freely of their time and talents. Plans are well under way for the October 24-27, 1985 Conference at the Concord. If you would like to be involved in this conference, please write our Vice President, Jed Luchow, outlining your willingness and expertise. Jed's address is in the front of the Forum. These conferences are a positive experience for those involved. The value lies not only in partaking of the program and engaging in the activities presented, but a great deal of value lies in meeting, talking, and sharing of thoughts and ideas with other professionals in the field. Let's make our 1985 conference the best ever!

DID YOU KNOW?

- The "Carl Perkins Vocational Education Act of 1984" (H.R. 1984) has been signed by the President. This act, which CEC actively supported, reauthorizes Federal Vocational Education Programs for five years, improves current policies, and includes many features to improve access and quality of vocational programming for handicapped youth.
- CEC has again successfully competed for the National Institute of Education funding to operate the ERIC Clearinghouse on the Education of Handicapped and Gifted Children. This will include a special project funded by the Office of Special Education Programs which gives CEC the opportunity to assess the impact of research on the education of exceptional children.
- CEC is one of three organizations coordinating The Center of Technology Software, funded by the U.S. Department of Education to help special education software developers improve microcomputer programs, develop a software clearinghouse, and conduct an annual conference so producers and consumers of software can discuss interests, needs and concerns.

As you can see, National CEC is actively providing programs to meet the needs of its members. To better meet the needs of members at the state level, please fill out the Needs Assessment on page 25, tear it off, and mail it!! Your Executive Board needs your input in planning future goals that will be meaningful and worthwhile.

Sally Quinby

ᘓVIEWPOINT

Educating Low Incidence Children in New York City Where We're Going— Programs and Resources

Edward Cain (742)
Adjunct Professor of Special Education
The College of Staten Island
The City University of New York
St. George Campus, 130 Stuyvesant Place
Staten Island, New York 10301

The American poet, Edwin Markham wrote:

> He drew a circle that shut me out—
> Heretic, rebel, a thing to flout.
> But Love and I had the wit to win:
> We drew a circle that took him in!

A circle is an intriguing device that can be used both to exclude and to include people. It is for marking boundaries, amassing resources, building empires and making identification. Those inside the circle are the "insiders"—the "we's"—the ones to share the goodies of life. Those outside the circle are the "outsiders"—the "they's", the non-conformist, the different, the ones to gather the leftovers, if any, under the table.

All of us live our lives in circles, among our families, friends and co-workers. Some circles we are born into; others we join voluntarily; others we are placed in.

Being in a particular set of circles is not inherently negative. It is negative only when members of our circle, (or any other circle for that matter) become so myopic or short-sighted, that they fail to recognize the accomplishments of people in other circles and thereby block the possibilities of linkages and interrelationships.

The development of Special Schools for Low Incidence children in New York City, as reported in the last issue of the Forum, made it possible to include in our educational circles those who had been previously excluded. This achievement was not in conflict with the provisions of the Education for all Handicapped Act that was later passed in 1975. Although many more mildly handicapped children were now to be served in mainstreamed programs with appropriate support, the Act now also asked the public schools to provide an educational circle for the many more severely and multiply impaired children who were previously considered "uneducable", and who require intensive, expensive services.

It was clear, with the passage of the act, that greater responsibility needed to be placed on regular classrooms to maintain children in their circle and to provide educational interventions for those experiencing academic failure before referring for special education assessment. It was also clear that some children would require a special program. And, in some cases the provision of such intervention might make necessary separate school placement.

For the majority of the students needing special education, resource programs or special classes are available to teach the same academic skills taught in the mainstream classes. For that much smaller population that exhibits severe learning problems, even the ultimate goals of academic achievement may not be commensurate with those of other circles. For example, children who lack rudimentary self help skills cannot realistically be expected to reach the same goal of academic performance as expected of children in some other circles. School systems must, however, be responsive to these children and provide the best setting necessary to maximize the individual's ability to achieve relative to his own potential.

The justification for a special school or setting must depend on its usefulness in providing effective services. Since the negative connotations of a low incidence child's label increases as the separation of his program from the regular classroom increases, it is imperative that the placing of a child in a special setting be justified by evidence demonstrating that a separate program does indeed provide the best educational environment.

There are some studies that suggest that the social advantages available to low incidence children in the mainstream is, at least partially a myth as they tend to remain in their own isolated circle. Even the parents of special education children who attend local schools remain outside the schoolwide P T A circle and are usually urged to form their own circle.

The critical factor in the placement of a low incidence child in an educational setting should be the totality of the learning experiences that the setting can provide. Has the special setting a good curriculum, special teachers, abundant supplies and special equipment, an adequate building, appropriate related services, and a good administrator at the helm? If so, then we can be sure that this site will provide the best setting to educate this special population.

Our authors in this issue of the Forum describe current programs in special schools and other settings and share their concerns for the future. They are strong advocates for quality programs for the low incidence children of New York City.

Overview: Special Education in New York City: Effective?

Edward Cain (742)
Adjunct Professor of Special Education
The College of Staten Island
The City University of New York
St. George Campus, 130 Stuyvesant Place
Staten Island, New York 10301

Formerly
Director of Field Services
Division of Special Education
Board of Education of the City of New York

Some important issues, such as P.L. 94-142, New York State 200.6 regulations, and legal and court interferences are briefly reviewed. Questions arise as to whether they hinder or assist the programs of special education in New York City.

Significant breakthroughs have been made in recent years in New York City in the development of a wider range of educational placement options and programs for low incidence children, in the extension of services to preschool and secondary levels of severely handicapped children, and in the general acceptance of these students in community schools and settings. Less dramatic but encouraging improvements can be noted in a growing sensitivity to the educational needs of children with mild and moderate handicaps attending local schools.

The areas in which the least progress have been documented in special education are in the development of quality teachers and related classroom personnel and in the design and modification of new and existing career and vocational programs for students where necessary.

In many cases we have adopted a frontal approach in preparing our children to enter what can sometimes be a hostile world. Because of inexperience, we crowd their days with all kinds of remedial and related services which we expect them to absorb more so than the child in a regular class. Instead of providing education to them with a funnel-like approach, we should expand the low incidence teaching concept of a tunnel-like approach. That is, zero in on that which we can be reasonably sure of. We need to concentrate on real life needs, social needs, employment connected needs, and student survival needs.

Lawrence Lynn (1981) asks in his paper, "The Emerging System for Educating Handicapped Children," whether or not handicapped as well as all children are receiving a better education post Public Law 94-142 than prior to its passage? This question is of particular importance when you consider the new New York State 200.6 mandates to mix and match.

A review of literature suggests that integrating children with severe handicaps into regular education programs is seldom successful. Many reasons are given. The most important statement usually made in this area is that we cannot be successful unless we first make education effective for all children. Some educators even question the conditions under which we expect students and teachers to be successful. Schoolwide characteristics noted that determine classroom effectiveness are: (1) teacher expectations that they can be effective in educating all children assigned to them; (2) high teacher expectations; (3) clear classroom and school-wide rules for social behavior; (4) an instructional technology that maximizes student work; (5) strong administrative support and leadership; (6) support by parents and community; and, (7) programs that lead to employability.

Effective schools demand prepared teachers working in schools where the condition of learning and teaching are favorable. It is questionable whether our New York City school system has been able, in the last decade, to come close to meeting these conditions given the large expansion of special education and the infusion and constant movement of groups of children from within the City and the movement of students out of and into the City. Where conditions for teaching and learning are favorable, students are well prepared to take their appropriate place in our society. Well prepared special education and regular classroom teachers, combined with appropriate schoolwide conditions make it possible to create a learning work agenda which guarantees success.

Mandated changes in educational practice and political, legal (in New York City the results of the Willowbrook Decree, Lora, and the ever present Jose. P. case), and some financial incentives have accounted for most of the changes that have occurred in the education of children with handicaps since the passage of P.L. 94-142. The questions that will need to be asked are: (1) Will our schools and professional educators be any better equipped to deal with children with handicaps in regular and special classrooms with the introduction of the new State 200.6 regulations? and (2) Will better methods of teacher training, a more sophisticated technology of instruction, and improved school conditions eliminate peer abuse and rejection, or the communication of low performance expectation?

Howsam (1981) repeatedly makes the point in his paper, "Great Expectations: Making Schools Effective For All Students," for the need to focus on the structure of schooling if we are to hope of ever making schools more effective for students. He wrote:

> The reality is that an originally simple and un sophisticated system has been allowed or forced to grow in size, complexity and responsibility but not allowed to make adequate adaptive change in itself. There is every reason to believe that the system was not designed to handle the whole range of educational problems. (p.2)

Teachers, Howsam points out, are also losers in a big city educational system such as in New York City. "Federal and state legislation, court decisions, higher parent expectations, and a grossly inadequate teacher preparation system force the teacher to merely cope; and coping strategies are hardly up to the task of compensating for systemic failure" (p. 3). He asks for the redesign of big city systems because the process of deterioration is already far advanced.

P.L. 94-142 and 200.6 are based, in some respects, upon an idealized view of the school system and what it could and would accommodate in relation to the needs of children with handicaps. A number of assumptions were made about schools, teachers, and children by the framers and advocates of these laws. A few of the more important assumptions were: (1) The logistical and financial burdens of these laws do not prove overwhelming. (2) Teachers are expected to be able to educate children with handicaps effectively with the support of appropriate preservice and inservice training combined with direct technical assistance provided by related personnel, special educators, supervisors and administrators. (3) Incentives, such as reduced class size, would not be required to motivate mainstream teachers, nor would they need to be compensated for the added burdens and special skills needed with the accommodation of children with handicaps. Assumptions, such as indicated, are far more sanguine than functional.

Some brief statement needs to be directed to the increased involvement of the legal system and of state and federal governments in our educational system.

Mandatory federal special education legislation shifts responsibility for many important decisions from local agents to the bureaucratic-legal system. Professional educators, clinicians, physicians, or other professionals may provide advice or expert testimony, but it need not be heeded; it is the attorney, the court or a bureaucratic manager who has the last say. Designation of the legal system as the primary agent of change for special education in New York City means that the primary motivation for initiation and evaluation is legal and technical compliance with law rather than moral imperative or educational or clinical judgement.

When the federal or state governments continue to expand the powerful roles that they have in special education, it is clear that important educational issues will only be decided by associates of large educational bureaus. Whether or not having placed decision-making authority in the hands of state and federal bureas represents progress for special education in the future will be better judged later. If, however, the case of special education begins to reflect what has happened to the other human services provided by government, the gains will be minimal and offset by the losses of personal freedom and local decision making.

The foregoing comments are, perhaps, too negative and pessimistic. Many of the changes in special education in New York City in the past twenty years have, indeed, represented meaningful progress, and the future of special education, with or without 200.6 and other interferences, is not the unbroken darkness.

"Nothing succeeds as planned," wrote Dr. Bruce Gold (Heller, 1979, p. 97). If things did succeed as planned, the history of special education in New York City would be a fairy tale of success—of cures and caring, of efficient management, of quality teacher training of proper programs in well designed buildings.

Within the past decade, special educators of low incidence children have addressed the question of the educability of the severely and profoundly handicapped in New York City. Advances in behavior modification and in school teaching technologies have revolutionized expectations for many students with profound physical, emotional and/or mental disabilities. Hope and the experience on the part of our educators and administrators of our low incidence programs makes one believe that there are no hopeless cases; no cases in which meaningful behavioral change cannot be brought about. Abeson, Burgdorf, Casey, Kunz, and McNeil (1975) stated ". . .accurate predictions cannot be made of the ultimate achievement and adjustment of any human being. Given appropriate programs of education, theraphy or treatment, all persons will progress" (pp. 277-278).

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Special Education Schools and 200.6

Blanche Fierstein
Principal
(p. 721) Queens Occupational Training Center
41-15 104th Street
Corona, New York 11368

Neil Wasserman
Principal
(p. 721K) Brooklyn Occupational Training Center
83-10 21st Avenue
Brooklyn, New York 11214

Sidney Miller
Principal
Track IV Program
P.S. 396 K
110 Chester Street
Brooklyn, New York 11212

Steven Berman
Principal
(p. 811X)Center for Multiple Handicapped Children
c/o IS 84 Bronx
1434 Longfellow Avenue
Bronx, New York 10461

Ilse E. Strauss
Principal
(P. 811K) Center for Multiple Handicapped Children
2515 Haring Street
Brooklyn, New York 11235

Five New York City Special Education Principals with low incidence programs discuss the new State regulations and their plans for implementations in Occupational Training Centers, Track IV Programs, and the Centers for Multiple Handicapped Children.

In 1982 the Commissioner of Education of the New York State Education Department promulgated new regulations and in April 1984 the Board of Regents unanimoulsy adopted the final proposed amendments to the Part 200 Regulations.

The changes were necessary to assure full compliance with Federal Regualtions and to obtain approval of the 1984-86 State Plan for Educating Children with Handicapping Conditions, which enables our State to receive its allocation of funds under P.L. 94-142.

200.6 What is it?

These regulations deal with the continuum of services for pupils with a handicapping condition. Class composition is based on the similarity of the individual needs of the pupils according to:

1) Levels of academic or educational achievement and learning rates,
2) Levels of social development,
3) Levels of physical development and,
4) The management needs of the pupils in the classroom.

New York City Division of Special Education, after consultation with the State Education Department, agencies, plaintiff, and professionals in the field, wrote a working draft on implementing these new regulations.

The goal of the New York City Public School system is to provide an appropriate educational program in the least restrictive environment to all students with handicapping conditions in need of special education services. In providing educational services to students with handicapping conditions, the school system is responsive to the continually evolving nature of the field of special education, the requirements of federal, state, and court mandates, and the relationship special education has to general education.

200.6 How does it affect Special Education Schools?

Special education schools provide specialized instructional environments that provide that level of instruction which enables a student with a handicapping condition to function as near age-appropriate level/grade-appropriate levels or as independently as possible. Adapted instruction modifies the instructional delivery of the general education curricula and physical environment. It provides for small group size instruction; more intensive and constant adult supervision to engage in learning; high rates of practice for skill acquisition and proficiency; major modifications to curriculum, task demands and/or environmental settings; intensive initial teaching in academic, social, pre-vocational and vocational areas; and daily evaluation of student performance. Specialized adaptive materials and equipment are provided in some settings. The aim of the instruction is to increase the student's levels of achievement, social ability, and independent functioning. Adapted instruction occurs in a self-contained special classroom setting in a special center or in a special school at the primary and secondary level. The opportunities for activities with non-handicapped peers are individually planned.

200.6 Where are we now?

A phase-in program in the borough of Queens was implemented in September 1984 which impacts on all special education schools including the Occupational Training Centers, Centers for Multiple Handicapped Children, Career Education Centers, Track IV Programs, Teacher-Moms and Autistic Programs in City Wide Programs. Staff training took place prior to the implementation of the new regulations.

In each of the special school settings, called Special Instrumental Environments (S.I.E.) there are specific program descriptions which include entry criteria, level of service, class size staffing ratio, and exit criteria.

It is the responsibility of the Committee on the Handicapped, to identify the needs of referred pupils in terms of the new regulations and to place them in the appropriate Special Instructional Environments.

The Committee on the Handicapped/School Based Support Team responsibility continues in the area of re-evaluations to assess the continued appropriateness of placement and to recommend either more or less restrictive settings based on established exit criteria.

By September 1985 all of New York City special education programs will operate under the new guidelines.

200.6 The Future.

In the final analysis the success of the implementation of the new regulations will be determined by the degree to which the students leaving the system are able to participate to their maximum potential in all aspects of the society at large. We will see to what degree the change of terminology will lead to changes in delivery of services, parent acceptance of the handicapping condition of their children, and the pupils' perception of themselves and their place in society.

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The Occupational Training Centers

Blanche Fierstein
Principal
(P. 721Q) Queens Occupational Training Center
41-15 104th Street
Corona, New York 11368

Neil Wasserman
Principal
(P. 721K) Brooklyn Occupational Training Center
83-10 21st Avenue
Brooklyn, New York 11214

The Occupational Training Centers are prepared to serve youngsters without regard to a label. The shops and programs in each center have been expanded to meet the parallel needs of a sophisticated and a more dependent population.

Staff has been working with youngsters with varied levels of ability over many years. Programs that were formerly identified as appropriate for trainable or educable young adults have now become two-tiered. Youngsters can now move from one level to another based on mastery of skills.

Traditionally shops had served as the basis for extended learning. The shop was the vehicle for introduction and training in job-related vocabulary and communication skills as well as math concepts and consumer education. Although the emphasis for hands-on activity remains, there is increased attention in other areas. The use of staff in teaching developmental academics, both in reading and mathematics, has been expanded. The availability of materials with high interest and low readability has encouraged the involvement of trainees in expanded activities in these areas.

New materials of instruction and the adaptation of equipment has enhanced the program. An example of equipment that can be used by the trainees is a computerized engraver. This piece of hardware allows for the repetitive production of high quality engraved plastic items on an assembly line.

The food service area has been expanded with electronic scales which read out an accurate weight. These shops also have begun the use of electronic cash registers which not only record a purchase but can identify the amount of change to be returned.

The job training programs outside of the main school building have been changing. The experiences in hospital settings have been augmented with programs in senior citizen centers and in nursing homes. The skill levels of trainees determine the job assignment in these settings.

As the population has changed so has the training programs in the development of social skills. The programs in this area relate to developing acceptable behavior in school, at home, and in the world of work. At present, the assessment of the acquisition of these competencies is minimal. Teacher observation throughout the years has indicated that trainees who travel independently and who have a supervised work-study experience develop social behaviors that are more appropriate. For example, two trainees at the Brooklyn Occupational Training Center have received the "New York City Volunteer of the Year Award" at ceremonies in City Hall in October 1984.

The trainees who are in the community are working side by side with non-handicapped individuals. Most of the co-workers are probably unaware that these young people attend a special school. Often the only person in a place of employment who is aware of the special school background is the personnel director or job supervisor.

The population served in the O.T.C.'s is more diverse. In the past, the primary disability group served was the mentally retarded, both trainable and educable. The present organization continues to train this group and, in addition, has in its student population young adults who may have an overlay of emotional handicaps. The population of physically disabled is expanding. As barrier free buildings have been opened there is now available additional instructional space for this group.

There are concerns related to the delabelling of children. These concerns center around the availability of services in the larger community. Will there be sheltered workshop space for a youngster not labelled with the traditional nomenclature? Will there be space in group homes, hostels, and in the intermediate care facilities? Will the funding sources such as Supplemental Security Income still be in place for this population?

There is additional concern for the population in the educable mentally retarded range. Many youngsters in this group who evidence no visible stigma are often being grouped with a learning disabled population. The same questions about work site, living accommodations and funding must be asked about this group as well.

The success of programs like the Occupational Training Centers requires the enthusiastic support of the decision makers who determine funding. Adequate resources to purchase, modify, and repair equipment must be forthcoming. The cost of education is not expensive in terms of the results already achieved and which we hope will continue.

The Challenge To Track IV*

Sidney Miller
Principal
Track IV Program
P.S. 396K
110 Chester Street
Brooklyn, New York 11212

Roslyn Raphan
Supervisor
Track IV Program
P.S. 396K
110 Chester Street
Brooklyn, New York 11212

The signing into law of PL 94-142, known as the Education of All Handicapped Children Act, legitimized the presence of severely and profoundly handicapped children in the community public schools. The consequences of this action offered opportunities for broader direction and expanded services to a special population.

Now fully sanctioned by the educational community, the Track IV program received increased funding, more appropriate pupil-teacher staffing ratios and a budget for equipment and supplies. The combined efforts of professionals, parents, agencies and others responsive to the needs of this unique group had won for them their rightful place in the educational hierachy.

The focus of the program from inception had been on habilitation and self-help skills including activities of daily living, toileting and personal hygiene; language and communication skills including signing and use of communication boards; gross motor activities adapted to the functioning levels and physical capabilities of the students; pre-vocational skills such as sorting, color discrimination and object assembly; and social-emotional skills aimed at helping children achieve acceptance.

Under the new regulations, a range of services including nursing, occupational and/or physical therapy assist the child to benefit from the school environment. The clinical services of the guidance counselor, social worker and psychologist are available to help family and child in their movement toward improved functioning and positive social interaction.

Entry criteria, now standarized under city and state regulations, include severely and profoundly retarded students between 4.9 years through 21 years of age with impaired physical functioning, little or no language or communication skills, severe deficits in self-help skills and inappropriate social behavior. These children require supervision and support services throughout the day. A more comprehensive list of criteria is included in the Special Education Instructional Services and Related Services.

While the majority of children in this category will continue to require intensive supervision, those students who demonstrate the ability to function in a less restrictive environment will be moved after COH/SBST evaluation. Correspondingly, students who require greater modification of program and services will be transferred to a more restrictive environment.

The role played by the parent or guardian in the educational partnership is a significant and valued one. Throughout the development of the program families have lent their time and support at school meetings, class activities and outside conferences. They have demonstrated a willingness to share their experiences and to follow through on suggestions and recommendations made by staff to help their children. Through their participation and courage the Track IV partnership has bloomed and grown stronger.

There are, nevertheless a myriad of concerns that families of the disabled face each day. At meetings and individual conferences, feelings of frustration are voiced by many. A major factor underlying these frustrations has been the isolation and loneliness necessitated by 24 hour supervision and care of severely handicapped children.

As the program has grown so have the needs of those youngsters who entered our classes 10 or more years ago. Issues such as aging-out, respite care, guardianship, group home placement and others confront new families each year.

Traditionally, the school has been the forum for discussion and resolution of issues and problems relating to its pupils.

Therefore, it is fitting and appropriate that we respond to a critical need and assume a leadership role in developing an effective parent support network intended to provide direction and guidance to all families and especially those in crisis.

A family education component will provide for an exchange of issues and concerns to help families build on their innate strength and coping skills in order to deal better with individual problems and improve the quality of life. In addition, through workshops and seminars information crucial to the welfare of children will be disseminated by professionals and others working and advocating for the severely handicapped.

We have come a distance over the past decade, we look ahead for greater knowledge and improved techniques in the education of the mentally retarded.

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*The designation Track IV will be changed to Specialized Instructional Environment II (Habilitation with Physical Adapation II) under 200.6 regulations.

Reference

The Special Education Instructional Services and Related Services. Part 200 Series Regulations of the New York State Commissioner of Education. Working Draft—April 1, 1984. New York City Board of Education, Division of Special Education.

Clearinghouse Established

S.U.N.Y., New Paltz is gathering materials for the establishment of a Clearinghouse dealing with the *Disabled and the Law.*

Under the aegis of the Office of Mental Retardation and Developmental Disabilities, information and referral services will be provided to law enforcement agencies, members of the judiciary, and individuals from the private sector. Particular emphasis will be given to problems involving youthful offenders who may be developmentally disabled.

If you or your agency would like to send materials for dissemination to other interested parties, please write or contact: Clearinghouse Project, D.D. Offender, Room 101B, OMB, S.U.N.Y., New Paltz, New York 12561—Att: Dr. Joseph Trippi.

Centers For Multiple Handicapped Under 200.6: The Future

Steve Berman
Principal
(P. 811X) Center for Multiple Handicapped Children
c/o IS 84 Bronx
1434 Longfellow Avenue
Bronx, New York 10461

Ilse Strauss
Principal
(P. 811K) Center for Multiple Handicapped Children
2525 Haring Street
Brooklyn, New York 11235

During the past few years, due to new and revised State regulations and court decrees, the population at the Centers for Multiple Handicapped Children has undergone some changes. Originally the Center was the only program for multiply handicapped pupils no matter what their functional level. The success of the Centers in providing educational, rehabilitative and remedial services led to the establishment of many other programs. The individual Bureaus, existing at that time, started classes for those multiply handicapped children who did not need the intensive, protective service package provided at the Centers.

Even before the full implementation of 200.6, the Office of City Wide Programs was taking steps to provide better services to meet the needs of the pupil population. Efforts were made to locate appropriate physical sites. When none were available, renovations were planned to make facilities accessible and appropriate. Staffing needs were carefully examined and wherever needed, additional service providers were hired. This was especially true in related service areas such as speech, nursing, occupational therapy and physical therapy.

What changes can we expect?

These Centers for Multiple Handicapped Children will remain as special schools under the new regulations. It is anticipated that they will continue to relate to the Office of City Wide Programs.

The Centers will be called Special Instructional Environments I (S.I.E. I) focusing on children needing intensive physical adaptation and functional life skills. The setting may be special centers in a Community School District or Special Schools. The goals of the program remain the same emphasizing an intensive educational and therapeutic environment which provides an integrated approach of instructional and supportive related services to meet the educational needs of the multiply handicapped student.

Specific entry and exit criteria have been established. The Special Instructional Environment I is designed for students who are multiply handicapped, ages 4.9 to 21 years of age, who require intensive special education instructional services on a full-time basis in a specialized environment. All of the students must be functioning in the mild to moderate range of retardation. The students served by this specialized instructional environment have severe physical impairments which require adaptive modifications, remediation, sensory stimulation, monitoring of health services, and therapeutic intervention on full-time basis within a special center or special school setting. Adaptive devices and equipment are provided in the settings to assist students in benefitting from education.

The primary change in the description of the population is in refining the intellectual levels of functioning of the students.

Additional revision in the organization and structure of the program include class sizes limited to a maximum of nine with one teacher and three paraprofessionals.

Pupils will be placed by the Committee on the Handicapped in Special Instructional Environments I based on their needs in the four major areas described in 200.6 regulations namely; physical development, social development, academic development and management needs.

Within this service category, students are grouped according to the similarity of their educational needs. There are no chronological age range limitations for grouping students in this service category.

The new regulations are currently being implemented in Queens, with the rest of New York City scheduled for inclusion by September 1985. It is still too early to tell the full impact of the new regulations on the Centers. The direction of the educational philosophy outlined in the State Regulations is in accord with the practices and policies that have historically been part of the Centers for Multiple Handicapped Children. Pupils have always been grouped cross-categorically in the Centers and with consideration of functional and social needs.

In the implementation of 200.6 regulations, we have two major concerns. One is that Committee on the Handicapped personnel, that is solely responsible for the placement of all children, be thoroughly trained in the specific entry and exit criteria. Secondly, that the therapeutic services be integrated into the total educational experience on a programmatic basis. This means that a pupil attending Special Instructional Environments I will receive all services (speech, nursing, counseling, occupational therapy, phyical therapy, etc.) on an "as needed" basis without waiting for or relying upon the Committee on the Handicapped Individual Educational Plan mandates. This would allow the professional staff flexibility in requesting changes in a total service package, which could be acted upon promptly and efficiently at the school.

We believe that 200.6, as currently envisioned, has many positive aspects and should help the Centers (S.I.E. I) to continue to provide an excellent educational experience for multiply handicapped students.

Reference

Special Education Instructional Services and Related Services. Part 200 Series Regulations of the New York State Commissioner of Education. Working Draft—April 1, 1984. New York City Board of Education, Division of Special Education.

The Hospital School Today: Program and Responsibility

Vita Bogart
Principal
P. 106 Manhattan
c/o Bellevue Psychiatric Hospital
30th Street at First Avenue
New York, New York 10016

Edith Marks
P. 106 Manhattan
c/o Bellevue Psychiatric Hospital
30th Street at First Avenue
New York, New York 10016

Through an overview on the state of the art for the education and treatment of severely mentally ill children and youth, factors such as deinstitutionalization and the mandates of P.L. 94-142 are considered. Given the new kinds of responsibilities thrust upon the community, it becomes evident that we are in an age of service delivery that requires maximum cooperation between all parties involved to effectively meet the needs of mentally ill children and youth.

In a dynamic society, an organization, in order to continue to serve its constituents effectively, must remain flexible and open to change. Shifting populations, transformed neighborhoods, political dictates and civil rights movements all contribute to the interplay between organizations and society. Those organizations and institutions committed to meet and adapt to new challenges, remain in the forefront of groups providing a meaningful spectrum of services to the community.

Essentially of those factors contributing to change over the past twenty years, the civil rights movement has produced the most dramatic transformations. Deinstitutionalization marked the beginning of a new way of treating mentally ill persons. Based upon legal decisions that guarantee among other regulations, the right of the mentally ill patient to receive treatment when institutionalized along with the emerging philosophic concern that treatment should be offered patients on a community level and in conjunction with the constructive use of medication, the deinstitutionalization movement returned many patients to their communities for out-patient hospital and mental health clinic treatment. As a result of this new method for treating mentally-ill patients, hospitalization became the preserve of those patients in need of diagnosis placement and crisis treatment. Buttressing this philosophy mental/health services have been established in hospitals for the purpose of advising patients and their families of their rights regarding admission and treatment. On another level, an outgrowth of the community based treatment resulted in the development of group homes. Young persons who might have in previous years been institutionalized for long periods of in-patient treatment are now treated in the community.

A second factor affecting the delivery of services to mentally ill children and youth was the passage of Public Law 94-142 in the mid-seventies. This law defining and calling for identification of children and youth with mentally handicapping conditions assures that these individuals, regardless of handicap, are entitled to an appropriate education within a continuum of services.

The impact of these developments acted on psychiatric hospital and community programs to produce the following physical changes:

- —reduction in the number of children hospitalized;
- —increase in the services for the severely impaired;
- —shorter term funding for city hospitals;
- —greater emphasis on serving a narrower range of

mental problems in the in-patient population;

- —hospitalization in the city hospitals limited to cases of acute conditions, diagnosis and placement, stabilization and after-care planning;
- —rapid turnover of in-patient population due to reduced time of hospitalization;
- —availability of services in the community schools for the education of the individuals with severe behavioral problems.

A third factor affecting the selection and treatment of mentally ill patients is the referral process mandated by PL 94-142. Many children are now referred by the COH (Committee on the Handicapped) to day hospital programs. This procedure results in dichotomizing the admission, discharge and selection process of the population for hospital facilities. In addition, although the I.E.P., new to education, introduced eleven treatment plans, similar plans have been in operation within many hospital programs. These changes have led to a scrambling of roles and procedures that call for the development of new guidelines to insure the maintenance and support of effective programs to serve mentally ill children and youth.

As an organization at the center of this evolution, P.S. 106M-Bellevue Psychiatric School's flexibility has made significant changes in meeting the shifting needs of the community and its children and youth during the past two decades. In 1968 an average of 120 pupils were on register, 90 percent of whom were in-patients, hospitalized for about six months. By 1972 the school enrolled half of this population. Along with the decrease in enrollment, hospital stay, reduced by a third, was also shortened. Thus, the turnover rate increased while the hospital population decreased. In 1972 only 10 day students attended the school. By 1980 the number served reached 80. Both school and hospital, acting separately and in concert, moved to meet the new needs. The increasing number of day students brought about changes in the responsibilities, organization and program development of the school. The changes for the school in brief are:

1. Planning and programming for an average enrollment of 2.6 years to include:
   a. diagnosis and prescription;
   b. long range goals and short-term objectives;
   c. greater emphasis on academic preparation including shared instruction;
   d. career education including work-study programs based on learning skills applicable in current job markets.
2. Staff development—retraining teachers in:
   a. skills to implement long range goals;
   b. adjustment of attitudes to accept responsibility for and make a commitment to students with very difficult behavior problems;
   c. shared instruction where applicable.
3. Redevelopment of school curriculum to include:
   a. greater sophistication in academic subjects;
   b. careful interpretation of the hierarchy of skills and learning objectives into each area of the program to coincide with the requirements set forth by the Minimum Teaching and Learning Essentials;
   c. preparation for Regents Competency Examinations.
4. Deploying staff in a creative and functional manner so that the wide diversity of students' needs can be adequately served.
5. Organizing on-going parent relationships and parent groups to foster the maximum care and protection for the students.

To conclude, these changes occurring over the past twenty years have brought about an increasing need for a supportive environment, developed and strengthened through cooperative relationships between mental health services (hospitals, agencies, etc.) and local education authorities. This structure must be in place now to meet the needs generated from the decrease in residential placement of mentally ill patients concommitant with the increase in the numbers of seriously handicapped children and youth in the community.

Faculty adjusting to meet the new demands will need retraining in managing both the educational and behavioral needs of children and youth with severe disorders who will remain in school placement for a lengthened period of time. Teachers will be required to plan education programs carefully and in conjunction and cooperation with mental health professionals and hospital nursing staff. Together, Boards of Education and Agencies will need to learn to resolve problems of admission and discharge responsibilities in order to develop a criteria and process that is congruent for both parties. The continuum of services for each child must be so constructed that all service providers are engaged in expanding and defining their programs to meet the changing requirements of the severely handicapped mentally-ill population. Only in this way can we guarantee to every child and youth the opportunity to join the mainstream of society.

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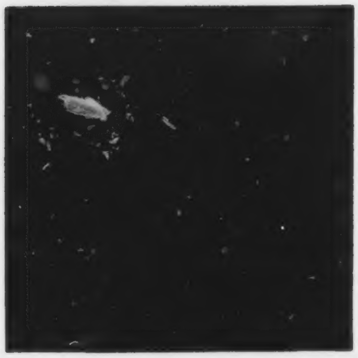

Meeting the Needs of the Down's Syndrome Child In An Early Childhood School Setting

Irene S. Pyszkowski, Ph. D. (654)
Assistant Professor
St. John's University
300 Howard Street
Staten Island, New York 10301

Pre school years are an optimal time for integrating Down's Syndrome children. This period of growth and learning are years when differences are not as easily discernible and acceptance is easily gained.

Historically the needs of the Down's syndrome child, age 3 through 7 has been overlooked, or, at best, subject to benign neglect. These children with impaired cognitive abilities were denied access to the public educational system until age 8 and early intervention, now considered crucial by early childhood specialists was non-existent. The early years regarded as critical for enhancing and nurturing a child's cognitive and social development were deprived of any social interaction and learning stimulation. Often the Down's syndrome child was kept at home segregated from peers and shunned by adults and children alike very much like an untouchable.

By the late seventies, societal pressures working to provide equal educational opportunities for all handicapped children resulted in the passage of Public Law 94-142, the Education for All Handicapped Children. Public Law 94-142 mandated that all handicapped childred beginning at age 3 be provided free, appropriate learning experiences in the least restrictive environment. This law provides remediation of inequities in educational opportunities and addresses the needs of the Down's syndrome child. The Down's syndrome child is required by law, to be placed in a classroom traditionally geared for the education of the non-handicapped children to the extent that placement is appropriate.

IDENTIFICATION

Placing the Down's syndrome child into an already established normally functioning learning group requires identification of candidates suitable for intergrating. The criterion employed to determine to what extent movement will occur, usually is based on the child's cognitive abilities. Academic competition is the mode used to determine when and if placement will take place. In cases of Down's syndrome, where facial features and other typical characteristics of this condition make diagnosis possible at birth, immediate intervention is legally prescribed. The extent of mental retardation may not be ascertained concurrently with the physical diagnosis at birth, but may well take several months or several years before a more accurate cognitive evaluation can be made. From birth, assistance is provided for early developmental intervention and approriate learning experiences suitable for the optimal development of the cognitive and adaptive behavior of the Down's syndrome child are made available.

EARLY SCHOOL PLACEMENT

The pre-school and kindergarten years are an optimal time for integrating Down's syndrome children with non-handicapped children. Those early years of growing and learning are years when differences are not as easily discernible and acceptance by the peer group is easily gained. Physical differences, characteristic of the Down's syndrome child, are not readily apparent to other children in the early childhood years and may receive scant attention in groups where it occurs. In the pre-school years all children need to be nurtured in a loving and caring manner and maturation at varying rates needs to be expected. Differences in skill growth are acceptable and methods of teaching are adapted to compensate for existing differences in learning styles. Teachers of pre-schoolers are more concerned with the process of learning rather than the product of learning and offer a variety of materials and activities to encourage individualized learning. Differences in learning rates are not as marked nor as readily apparent to the peer group in the early pre-school years as they are at a later time in the school career. In the early childhood years there is greater acceptance by non-handicapped children of Down's syndrome children and teasing and taunting based on subaverage intellectual performance is nonexistent. One of the primary advantages of this form of early placement may be the sensitizing of non-handicapped children to the needs of the child with Down's syndrome. Accordingly, it is important for the non-handicapped child to interact at an early age with the Down's syndrome child, to reinforce respect for differences in others and to eliminate stereotyping. Contact at any early age for both groups is beneficial in breaking down barriers that have been imposed in the past on handicapped members of society and provides a means for increased understanding of individual differences.

In an integrated preschool, the ratio of students to teachers is low but care should be employed in placing a Down's syndrome child with a teacher who is sensitive to the needs of the handicapped child. A teacher who is willing to accept the responsibility of a handicapped child in an integrated setting must be understanding, friendly, cheerful, gentle and helpful without being patronizing. The Down's syndrome child is still a child after all and as such, should be regarded as a member of the broad community of comparative peers in a preschool setting. Teacher expectations, too, play a role in the optimal development of any child and setting realistic, positive goals that will stimulate learning without causing excessive frustration should produce improved performance and greater personal success in both the Down's syndrome children and the non-handicapped children.

Very young children do not suffer academic losses in intergrated classes inasmuch as learning occurs individually, based on the inherent maturation and growth process peculiar to this age group. Greater attention is given to each individual child in the form of prescribed learning plans and instruction in achieving the goals of the individualized program. In an integrated preschool setting, teacher aides, other professionals offering related services, and volunteers are available to the teacher for assistance in implementing appropriate programs of learning. Volunteers, who may or may not be parents, can help with such activities as reading stories to children, working in craft programs with manipulative materials, or accompanying the class on a field trip. The teacher, relieved of some of the classroom routines that are assumed by aides and volunteers, now has time available to devote to some individual child on a one-to-one basis. Very often a Down's syndrome child displays this need for a "time alone" period to reinforce a positive self-image and feelings of self-worth.

Early integration of Down's syndrome children tends to offer them increased intellectual stimulation from the peer groups and appropriate modeling by normal functioning children. Down's syndrome children who participate in such programs display social behavior more closely allied to that of non-handicapped children than the atypical behavior of their peers in segregated classrooms. This adaptive behavior increases with the duration of the stay in the integrated program.

Teachers, aware that a basic aim of assimilation is effective social interaction between Down's syndrome children and non-handicapped children, will focus on that important initial step; the Down's syndrome child's first experience in the traditional classroom setting.Critical to this early experience for these low incidence children is the role of the teacher and the attitudes and abilities brought to bear on that role. Praise delivered by the teacher for socially acceptable interactive behavior between Down's syndrome children and normal functioning children is vital in increasing peer interaction in young preschool children. Each positive peer contact helps the Down's syndrome child learn the value of appropriate social behavior and its application in other social circles. Moreover, Down's syndrome children who are accepted by their peers in an intergrated preschool environment are free from the threat of rejection and isolation and receptive to structured learning situations involving cognitive experiences.

Young children can be effective as peer tutors or peer helpers in a classroom where integration occurs, thereby increasing the instructional time available to a Down's syndrome child. Routine activities that occur on a daily basis such as hanging up one's coat, putting one's lunch box in the proper cubbyhole, getting to one's seat in preparation for the day's plans can all be taught by a peer helper. As the Down's syndrome child becomes more familiar with the execution of these tasks, independence grows and teacher intervention is reduced. Care should be exercised by the teacher in the selection of peer tutors. These peer tutors should be motivated by the desire to be helpers and not assigned the responsibility. They need to be cautioned that they should limit their assistance to helping or instructing a Down's snydrome child and not actually performing the task itself. In cognitive areas, peer tutors can offer instruction in simple skills involving recognition of letters, identification and sorting of objects, and counting and grouping of objects.

Often very young children have problems understanding their relationship to the teacher. This may be even a greater problem for the child with delayed social skill development. Through role modeling, normal functioning peer helpers can facilitate the solution of this social problem both for themselves and for those with poor adaptive behavior. Appropriate teacher rapport occurs earlier between the normal functioning child and the teacher when the peer helper assumes the dual role of student and teacher. Nurturing the development of social skills is enhanced for the child serving as model.

Obviously parents and teachers need to have an ongoing dialogue for optimal success of all children in early pre-school placement. Parents of non-handicapped children together with their children are probably experiencing for the first time a low-incidence encounter. Lack of previous contact with Down's syndrome children may cause anxiety and create apprehension in parents of non-handicapped children and lead them to fear the presence of a low-incidence child in the classroom. They fear that their own child may be physically harmed, that their child may regress in social development by aping the behavior of the Down's snydrome child and that the teacher will spend a disproportionate amount of time on the handicapped child. The teacher's role in allaying these fears and projecting positive images is of paramount importance. Parents can be invited for classroom observations, for parent workshops dealing with child development, and for parent conferences. Informal daily conferences of one or two sentences at the classroom door as children are exiting on their way home are also indicated as positive response reflecting on the day's activities. Parents of children with Down's syndrome have their own private set of fears and anxieties to deal with. Accepting their young child as disabled may be a difficult step for them and they are concerned that other children will not accept and like their child. They can be reassured that in these early years, children are too busy being children to notice low-incidence children as different. Parents of Down's syndrome children are particularly involved in the education of their children as a result of PL 94-142. They are required to have input in an educational plan benefitting their children and the implementation of that plan. The teacher should keep the parents aware of any progress made, even if it proves to be minute, thus the parents can experience the process of growth in their children.

Accordingly, the self image of the Down's syndrome child is a critical factor in the development of feelings of self-worth and self-esteem. Feelings about oneself are based on the reaction of others to the Down's syndrome child and may be either negatively or positively charged. Integrating Down's syndrome children in early childhood learning classes is beneficial in developing good feeling, contributing to a positive self image which will endure in later life. Teachers working with very young children understand how to implement programs which stress the strengths of each child and the similarities present in all children.

Summary

In the early childhood years there is a marked similarity in the physical, emotional, and intellectual development of all children. The stages of development unique to all children are closer in proximity in the early childhood years than they will ever be. Allowing children to interact in integrated early childhood schools leads children to regard one another on a human level rather than only on excellence of performance and behavior. Young children do not easily discriminate against the slow learner or low achiever but are eager and willing to assist and care for those unable to perform rudimentary tasks. A young child unable to tie his or her shoelaces, is immediately surrounded by several bubbling, enthusiastic, friendly children willing to lend a hand. Acceptance by the more capable of those less able is one of the hallmarks of early childhood schools. The potential of early childhood schools to deliver services to Down's syndrome children through integration is apparent and should be encouraged. Mainstreaming of Down's syndrome children is a program of early intervention which makes good sense as a prevention for learning disadvantages and the development of human potential to the fullest.

Paraprofessionals Make A Difference

Dr. Geraldine Chapey (654)
Associate Professor
Notre Dame College
St. John's University
300 Howard Avenue
Staten Island, New York 10301

Recent legislation and litigation have promoted the dramatic expansion of the severely profoundly impaired population in our public schools. One way to alleviate the current critical manpower shortage in special education is to engage and train paraprofessionals and senior volunteers to serve as partners with the teacher in a differentiated team approach to the delivery of the highly specialized services required for the education of the severely profoundly impaired. The new roles of the paraprofessional, the senior volunteer, the teacher and related service personnel are highlighted. Suggestions for long term policy and for short term training programs are presented.

A critical and now chronic manpower shortage (Aquilone, 1984) limits the available pool of certified trained special education professionals: teachers, speech/language pathologists, guidance counselors, phychologists, occupational therapists, and physical therapists. The burgeoning number of individuals requiring special education, the complexity of developing and implementing the Individual Educational Plan (IEP) and the concomitant skyrocketing costs have compounded the problems facing educators today (Ysseldyke, 1984).

To ease this problem, paraprofessionals and seniors are becoming an important, integral and rapidly expanding part of the special education team. A growing number are engaged in delivering a broad range of services to the severely and profoundly impaired (Frith & Lindsey, 1982; Kelly & Havlicek, 1982). The remarkable increase in demand for educational assistants (Paraprofessionals and senior volunteers) has been prompted to a large extent by legislation, Public Law 94-142, Section 504 of the Rehabilitation Act of 1973 and Part 200 Series Regulations of the New York State Commissioner of Education (1982)—as well as by numerous court decisions mandating that the severely and profoundly impaired, previously the unserved, be given a free, appropriate public education in the least restrictive environment. At the present time, over twenty-two thousand severely, profoundly impaired or low incidence students are registered in the New York City Public Schools. This represents four times the number enrolled in these classes and schools only a decade ago.

RATIONALE FOR DIFFERENTIATED STAFFING

Constant adult supervision is required to engage many severely, profoundly impaired students in learning. This extraordinary demand, to provide a specialized instructional environment, more intensive than ever known previously to schools, could not be satisfied at present without the support of paraprofessionals and senior volunteers. In addition, the model for legally mandated related services, as it is presently implemented, is quite separated from the child's everyday classroom experiences; carry-over from clinic sessions provided by related service personnel is often limited due to a gap in the interactions between these specialists with each other, with the teacher or with the child in his everyday milieu. A further consideration, the paraprofessional/senior volunteer program is cost effective, often an appealing and significant factor in budgeting.

The purpose of this article is to identify the significant role paraprofessionals and senior volunteers are performing in special education today, to list the objectives of the para/senior volunteer program and to address the training needs of paraprofessionals, senior volunteers, special education teachers, related services personnel and administrators.

OBJECTIVES OF THE PARAPROFESSIONAL/ SENIOR VOLUNTEER PROGRAM

- to provide educational assistance to the special educator in meeting the needs of the severely, profoundly impaired.
- to reduce the pupil/adult ratio in the learning situation for the severely, profoundly impaired.
- to meet related services requirement as outlined in the Individual Educational Plan.
- to develop a career ladder for paraprofessionals who serve the severely, profoundly impaired.
- to provide interpersonal emotional support between the generations.

HISTORY

The Paraprofessional

The concept of using paraprofessionals to release teachers from direct teaching was explored by Cruikshank and Haring 1957; Dunn and Smith, 1965; Ebensen, 1966 and Blessing, 1967. This innovation took root and was incorporated into the developing human rights movement of the sixties. Under President Johnson's Human Resources Administration (HRA) non-professionals were introduced into the New York City public schools in 1966. The objective at that time was to encourage indigent community people to work. The sole criteria for getting the job was poverty. Within two years, in 1968, the Board of Education raised the standards for employment to a high school equivalency and established a career ladder for the paraprofessional. During that year the group was also organized by the United Federation of Teachers.

The traditional success of paraprofessionals in employment settings external to education (Ackerman & Bradshaw, 1978) and their proven track record in education (Robson, 1981) encouraged the expansion of the paraprofessional movement in special education. A 1984 report indicates that over one thousand paraprofessionals in New York City have ascended the career ladder to become teachers; of these, two hundred were appointed, effective September 1984.

The Senior Grandparent Program

The Senior Grandparent Program is an outgrowth of the national Vista Program and is funded by a grant under the Federal Agency Action Commission. Requirements include the desire to volunteer, the meeting of income eligibility guidelines, the attainment of at least age sixty. Assignments are for twenty hours per week, four hours per day. The goal of the program is twofold,—to serve the developmentally disabled and to provide a personally enriching experience for volunteers. Two hundred seniors are now serving the severely, profoundly impaired (SPI) in various public school settings throughout New York City. With the extensive variety of their life experiences, seniors often go beyond their basic role description to enhance and vitalize the curriculum.

Role of the Paraprofessional and Senior Volunteer In Teaching the Severely, Profoundly Impaired

Under the direction of the teacher, the paraprofessional/senior volunteer will, as a partner in the educational team:

1. support the teacher in every aspect of the program.
2. assist with the administrative, clerical and housekeeping routines necessary for management of the educational environment.
3. aid in meeting safety regulations and medical considerations.
4. tutor one to one as outlined in the Individualized Educational Plan.
5. confer with small groups of students as appropriate.
6. support parent training activities.
7. instruct parents at home.

Expansion of the Role of the Paraprofessional

Throughout the nation dramatic changes are taking place in the responsibilities assigned to paraprofessionals and to senior volunteers (Pickett, 1983).

- In their State Personnel Preparation Plan, Oklahoma now includes the training of paraprofessionals to meet the needs of students with behavior disorders.
- Alabama and Utah are already training paras as occupational and physical therapy assistants under the supervision of a certified occupational therapist and a physical therapist.
- Florida is allowing Local Educational Agencies to explore the feasibility of employing occupational and physical therapy aides.

- In Rochester, New York and West Sacramento, California, paraprofessionals are working as school psychology aides.
- Several school districts in Dallas, Texas assign paras as members of crisis intervention teams.
- In California paras serve as speech-language communication aides.
- Recreation therapy and adaptive physical education are provided by paras in Wisconsin.
- In Arkansas, Focus Incorporated, a private nonprofit corporation serving disabled persons, has successfully trained paraprofessionals as job placement developers adapting Paul Wehman's (1981) "follow-along" process.

With major changes in our special education knowledge base, the role of the para/senior and of the teachers must continue to be redefined. Para and senior roles must be negotiated with the teacher according to student needs in a variety of program settings.

Concerns

Movement from a closed system or the 'teacher in isolation' model to the open system team approach requires a great deal of time, effort and training. The potential for conflict is clearly present during a time of changing professional roles and relationships (Mandell, 1978). A host of complex human relations and interpersonal communication problems may emerge as a result of the frequency and intensity of the contact of team members as service providers.

- Inadequate planning and preparation to determine and refine role boundaries may result in loose structure, a sense of confusion and a lack of purpose.
- Training programs for paras/seniors or teachers' new role are virtually nonexistent (Haring, 1982).
- Guidelines to implement the paraprofessional/senior program in special education are all but absent. Approximately ninety percent of the states have no para-professional certification of any kind for regular or special education programs.
- Teachers are inadequately prepared to perform their new roles as classroom managers, as supervisors of paras/seniors or as instructional team leaders of their adult partners.
- The leadership of the building principal in setting policy and supporting the new role of the teacher is frequently inadequate; school staff has not been oriented or prepared to integrate the para/senior into the work force (Wiles, 1980).
- The mistaken attitude that paraprofessionals are replacing special education teachers also presents a problem with integrating educational assistants into the system (Bayes and Neal, 1978).
- The more recent senior volunteer movement is perceived by some paraprofessionals as an invasion of their territory.
- A dearth of para/senior information concerning the needs of the severely, profoundly handicapped child or the basic concepts of child development can lead to conflict.
- Research (Frith & Lindsey, 1982) indicates that job satisfaction of paraprofessionals is low when their special competencies or accomplishments are not properly acknowledged, their contributions not recognized or when they were repeatedly assigned to mediocre or inconsequential tasks.

Resolution of these problems can be accomplished when professionals enthusiastically acknowledge the valuable contributions of the educational assistant, clearly define the role and the responsibilities reserved for the teacher and the role and responsibilities assigned to the paraprofessionals and the seniors, strengthening and maximizing the efforts of each member of the educational team. Training needs must be addressed for paras, seniors, teachers, related services personnel and administrators.

The Emerging Role of Related Services Personnel

Until recently, related services personnel — the guidance counselor, psychologist, speech language pathologist, occupational therapist and the physical therapist worked with clients in the public schools using a pull-out system, that is, one in which students were removed from their classes for direct one-to-one sessions in a clinic setting. Teachers and related services personnel had little interaction beyond scheduling. Teachers often perceived such consultants as patronizing and their recommendations as unrealistic and unworkable. Conversely, the related services consultant viewed the teacher as overprotective or rejecting.

With Public Law 94-142's requirement that the severely profoundly impaired be served in public schools and that a consensus of all concerned adults be reached in developing the IEP, attention was focused on the need for closer direct contact between related services specialists and classroom personnel, using a team or shared responsibility approach to planning, implementing and evaluating services for the SPI.

The sheer impossibility of providing enough specially trained related services experts and of financing* such services to fulfill legal requirements has led to the development of a new model in which related services personnel provide indirect services to exceptional children through a system of training teachers, paraprofessionals and seniors right in the classroom as much as fifty percent of the day.

In developing this type of environmental support system the specialist is, in fact, giving away competencies to those who will work directly with children, thus multiplying his effectiveness (Reynolds, 1982).

Finally, Bruno Bettleheim's ideas are being implemented through the efforts of seniors and paras. A pioneer in the psychoeducational approach, Bettleheim asserted that disturbed children should not be restricted to the benefits of one hour per day or per week therapy. Instead, a therapeutic milieu should be created in which everyday activities and experiences are geared toward helping children to grow, develop and adapt to the extent that this is attainable (Bettleheim & Sylvester, 1948).

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*At the present time in New York City many related services are delivered through a costly system of contracting with outside agencies.

Now senior volunteers who once were viewed as friendly visitors or party-givers are becoming respected members of the treatment team and extending the work of the related services specialist's right in the classroom on an everyday basis.

Guidelines for the New Pattern of Related Services

- The teacher with the parent is responsible for the education of each child.
- All communication from related services personnel, paras, seniors, administrators and parents flows through the teacher; the responsibility of each person for assisting each child to reach his goals is recorded in a brief written statement attached to the IEP.
- Related services personnel will more than ever be involved in monitoring student progress and in ongoing problem solving right in the classroom.
- Status problems must be avoided. The focus of the team should be on the student and the instructional situation.
- Informal evaluations should be conducted periodically depending on the severity of the case and the inexperience of those involved.
- This new relationship does not preclude some direct assessment or intervention by the consultant outside the classroom.

Training Program for Educational Assistants: Paraprofessionals and Senior Volunteers

A specially designed competency based training program should be developed for work with the severely, profoundly impaired population (Bloomer, 1980). Such a program might include:

How to design and modify environmental factors.

How to observe and analyze behavior similarities and behavior differences regarding a full range of human variations.

How to use a variety of techniques, — cognitive-behavioral, psycho educational, ecological — to meet learning needs.

How to respond to medical alerts: that is, how to react when a child has an epileptic seizure, a drug reaction, a diabetic coma.

How to help a student maintain contact with reality and refrain from self mutilation.

How to help a child in an emergency

How to administer screening instruments and score selected tests, checklists and rating scales.

How to modify materials for instructing persons with multiple handicaps.

How to protect the legal rights of children and of parents.

How to use electronic aids and assist with prosthetic devices.

How to keep a log to record events.

How to grow in interpersonal skills.

How a school organization operates: roles, responsibilities, organization and supervision.

Changing Role of the Teacher of the Severely Profoundly Impaired

The teacher as a professional grows! The seventies witnessed notable changes in the teacher's role:

- The new relationship with parents as partners and co-equals in the development of the IEP eroded forever the notion of the teacher as the unilateral prescriber of treatment and services.
- The interdisciplinary nature of the IEP called for a consensus among all related services personnel and teachers with respect to diagnosis.
- The entrance of the SPI into school settings demanded more intense student-adult encounters to engage this population in learning.
- The focus changed to include a transdisciplinary developmental and behavioral view regarding child functioning beyond diagnostics to ongoing programming, implementing and monitoring of progress (Commissioner's Regulations, 1982).

As a result of these changes, teaching involves more adult to adult interaction (White, 1984). The former egg crate or sandbox teaching model with the teacher assigned to one class as the sole provider is giving way to the orchestra and the medical model in which teachers will be conductors and central forces in coordinating multiple performances to improve the quality of education.

Newly designed training programs must prepare the professional teacher to meet emerging responsibilities such as:

- Leader who designs an administrative structure to develop a cohesive synergistic team for collective action.
- Program Manager who sets goals, priorities goals and manages resources to reach goals (Bloomer, 1980); one who recognizes that risk taking may be necessary for effective and efficient change.
- Supervisor who has knowledge of a variety of alternative activities for the improvement of instruction and ability to develop a structured sequenced training program for paras seniors, beginning with guided observation and information sessions, then gradually moving to include direct student instruction using strategies such as cognitive problem solving, behavior modification, and task analysis.
- Communicator-who has skills in developing effective interactions up-down and laterally, in and out of school situations.

who demonstrates the ability to articulate well, giving simple focused directions on student specific needs, clearly defining and outlining expectations and role responsibilities for each team member.

- Organizer of a strong parent education program.

In this new role the teacher will be engaged in some direct teaching including experimentation with innovative alternative approaches but a major portion of time will be allocated to planning, leading, supervising and evaluating progress; the teacher will focus on data collection and analysis to determine what works and what does not work as well as gathering ideas for research to improve instruction.

A Word of Caution

The recent reform movement in education sparked by the *Nation At Risk* report (1983) has spurred a call for higher expectations for performance by educators. To overcome the slide 'toward mediocrity in education', commissioner and state legislators are urging revisions in certification.

The teacher as professional with full responsibilities for the new role would not, of course, be an entering teacher. As an example, Nebraska's state legislature (Chapey, 1984) has just announced four levels of teacher certification, effective 1985:

- Apprentice
- Beginning
- Standard
- Professional

Additional incentives will, of course, accompany movement to each higher level with added responsibility.

Guidelines For Teacher-Supervisor of Paras/Seniors

In the new interactive role of supervisor and team leader the teacher should develop a personal philosophy determined in large measure by his/her own underlying values, beliefs and priorities. Guidelines for effectively implementing this new role are:

- Set-up challenging but realistic goals.
- Recognize the importance of internal and external motivation for individuals and for groups (Maslow, 1954).
- Create a warm, accepting climate that enables subordinates to satisfy individual needs through identification with and pursuit for the group's objectives (Rogers, 1969).
- Employ planned change skills by involving paras/seniors as participates in problem solving rather than merely informing them about what the plans for resolution of the problem will be (Bennis, 1976).
- Delegate responsibility slowly at first.
- Recognize that membership in a supportive group releases the potential of each member and decreases the emotional conflicts that normally arise in groups.
- Keep the channels of communication open within and between groups.
- Accept the concept of lifelong learning.
- Respect and acknowledge the contributions of each team member; provide feedback, immediate, if possible, to indicate that task performance and/or opinion are valued.
- Provide experienced paras/seniors the freedom to try new ways of performing tasks.
- Provide the resources and support to get the job done.
- Promote renewal and growth by providing opportunities for paras/senior through
  - — demonstrating selected teaching strategies
  - — arranging intervisitations, attendance at seminars and workshops
  - — distributing appropriate readings
  - — encourage self guided analyses through video taping
- Encourage the integration of paras/seniors into the work force of the school through task centered and social activities.
- Enjoy the satisfaction of knowing that superior teachers can exercise great influence in helping severely, profoundly impaired youngsters and their parents and still remain a professional in the classroom.

Paras/Senior Volunteer Self Evaluation

Over time the teacher supervisor should cooperatively establish a system for paras'/seniors' self evaluation:

- Did I check arrival and departure cards?
- Did I review the list of 'Things To Do' prepared by the teacher, the occupational therapist, the physical therapist or other team member?
- Did I monitor safety spots?
- Do I know the goal for each child?
- Did I plan student activities efficiently?
- Were materials ready for the lesson?
- Were the age and ability appropriate?
- Were my instructions to the children clear and specific?
- Did I explore alternative strategies with students who could not achieve goals?
- Do I seek the supervisor's assistance in solving problems?
- Did I check the progress chart or record?
- Did I refer parental requests to the teacher?

Training For Administrators

In a systems approach to administration, change in one part of the system requires changes in other parts (Bennis, 1976). With the New York State Commissioner's Part 200 Series Regulations being phased-in during 1984 and 1985, broad changes in the structuring, management and nomenclatures of the special education classes are taking place. Such changes will require updating regular administrators on the new regulations, on the expanded management and supervisory role of the special education teacher and on the development of a system for evaluating teacher behaviors in such settings. The administrator would do well to adopt Carl Rogers' philosophy for administrators: "One who is in the business of growing people and he himself is one of those people" (Rogers, 1969).

A policy commitment from the top administrator is essential for the successful integration of paras and seniors into the system.

Working Settings for Paraprofessionals/Seniors Serving the Severely, Profoundly Impaired

By virtue of the severity of their handicap, over twenty percent of the students who receive special education in New York City are included in the low incidence population. This unique group of individuals are usually identified early in life, generally have long term intensive educational needs and most often require a highly structured environment.

In response to a national survey, professionals identified special classes or special schools as the preferred structured placement setting for the severely handicapped youngster (Chapey et al, 1984).

It is interesting to note that parents by a seven to one margin in lawsuits also prefer a more restrictive environment in a special education class or special school to provide a sense of security and success for their special children (Bateman, 1982).

To meet the unique needs of the severely, profoundly impaired, teachers, paraprofessionals and seniors assigned to special schools or special classes require intensive training in the use of specially designed equipment and special techniques to meet the unique needs of the severely, profoundly impaired.

Summary

As we approach the twenty first century the changes occuring are not simply a reordering within education but are reflective of the broad social and cultural changes that are occuring throughout the nation and indeed around the world. With the acceleration of massive change in our society, educators must take the lead by proacting, not reacting.

- Paraprofessionals and senior volunteers can provide a significant pool of resources to serve the ever increasing demand for special educators to fulfill the requirements of P.L. 94-142, Section 504 and the Commissioner's Part 200 Series Regulations in a cost effective manner.
- Promising developments in technological systems, new instructional strategies and innovative treatments will highlight the increasing human power needs in the next decade.
- With few exceptions (Pickett, 1984) training of paras/senior volunteers is sporadic and fragmented, based on narrow highly parochial needs rather than reflective of the common skills needed across programmatic lines.
- Training should be included in the New York State and the New York City comprehensive plan for Special Education Personnel Preparation.
- University graduate education programs require substantial redesign. They must reconceptualize their training. Emphasis should be placed on preparing all educators to assume their new roles and fulfill the higher expectations for performance established by the reform movement and state governing bodies.
- Multi-media modules for paras/senior training should be developed to standardize procedures and to share information. A training network for paras/seniors should be established.
- As community representatives, paras and seniors have done much to promote the acceptance of special education students in the school and in the community. They have aided in dispelling negative attitudes, misconceptions and persistent stereotypes, particularly those regarding the severely, profoundly impaired.
- Applicants with diverse cultural, ethnic and social backgrounds should be recruited to provide services which will match the cultural, ethnic and social needs of special children.
- Well trained and experienced paras and seniors can become attractive candidates for full time special education teaching positions.
- Paraprofessionals and senior volunteers can be a valuable and critical force in guiding the severely, profoundly impaired to become all that each is capable of being.
- Paraprofessionals and seniors can and do make a difference!

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Call For Papers And Programs For The 1985 Consortium Convention

The New York State Federation of Chapters of the Council For Exceptional Children (NYSCEC), the American Association on Mental Deficiency (AAMD), and the New York State Teachers of the Handicapped (and NYC Chapter) announce their annual convention to be held at the Concord Hotel, October 25-27, 1985.

Individuals interested in presenting papers or organizing program sessions are invited to submit their programs to the Program Chairperson by April 15, 1985.

Guidelines for Submitting Proposals

1. Prepare a cover sheet listing your name, position, home, business, summer address, telephone number, and CEC Chapter number.
2. Indicate the title of your presentation. Prepare a 100 to 300 word summary of your proposal. Be specific enough for reviewers to comprehend your topic, procedure, and results. Indicate the amount of time needed to present your paper, workshop, or demonstration. Program time schedules range from one hour and fifteen minutes to a maximum of two and one-half hours.
3. The person submitting the proposal must receive advance consent from everyone listed in the program and will be responsible for the timely sharing of all information regarding their presentation, if accepted.
4. Submit two copies of the proposal by April 15, 1985, to:

Dr. Jed P. Luchow
The College of Staten Island
Program in Special Education
Room 1-723
130 Stuyvesant Place
Staten Island, New York 10301

Call For Nominations

Nominations are in order for the following NYSCEC positions. The deadline for receiving nominations is March 15, 1985. Please send all nominations to:

Dr. Judith Bondurant (Past President)
Chairperson, Nominations/Elections Committee
7810 Buffalo Road
East Aurora, NY 14052

Open Positions

Statewide:

1. **Vice President** 1985-86
   (President-Elect 86-87)
   (President 87-88)
   (Past-President 88-89)
2. **Governing Board Representative** 1985-88
   (3 year term)

Regional:

1. Syracuse Regional Representative 1985-88

   (3 year term)
   Counties: Jefferson, Lewis, Herkimer, Oswego, Oneida, Cayuga, Onondaga, Madison, Tompkins, Tioga, Broome, Cortland, Chenango, Otsego, Delaware

2. New York Region III 1985-84
   (3 Year Term)
   Queens & Brooklyn

Poetry and Art As Curriculum Enrichment

Raymond Henri (615)
Colonel, United States Marine Corps Reserve (Ret.)

Poet-in-Residence,
Orchard School
Andrus Children's Home
1156 North Boadway
Yonkers, NY 10701
(914) 965-3700

Poet-in-Residence,
Graham-Windham School
1 South Broadway
Hasting-On-Hudson, NY 10706

Memories are like a camera;
cameras preserve pictures of the past
as the human mind does—
when someone opens a picture album
it is like opening your head
into memories of the past.
—Mario P. (aged 11)

A few years ago, I was invited to introduce a pilot program of poetry as curriculum enrichment at the Orchard School, Andrus Childen's Home, a treatment center for emotionally handicapped youngsters. We started with one reading teacher's two classes. It worked. This year we have increased the schedule among three teachers and five classes; it still works.

The poetry is produced from two sources. While the official teacher remains within earshot to maintain discipline, if necessary, each class, each session, writes a group poem which, from contributed and agreed-upon lines, grows on the blackboard; one of the students copies the poem for me.

In addition, individuals so inclined, are encouraged to hand in poems of their own. All of these are then typed with minimum editing—usually little more than rearranging line lengths for rhythm and accent. At the next poetry session, each class member is given a photocopy of the blackboard poem and volunteers read it to the group. Usually several wish to read and, as an exercise in presentations before an audience, the penultimate and last readers are asked to start from the bottom, respectively reading left to right, then right to left, e.g., looking at the epigraph above: first, "into memories of the past", then "past the of memories into".

New classes are introduced "cold turkey" to poetry by being given copies of, and having read to them, something from William Carlos Williams, like "THE RED WHEELBARROW: So much depends/upon/a red wheel/barrow/glazed with rain/etc." They are told that the poem appears in almost all anthologies containing American poets, and it is pointed out that there is no single word in the poem unfamiliar to them; that all but five words are monosyllabic; that there are no rhymes. A tyro's search for rhymes spoils many poems by the use of senseless words merely for the sake of sound. Seeking rhymes also produces half-plagarized echos of radio commercial junk jingles. Later will be time enough for "corset" forms and formal rhyme schemes.

Poetry session "workshops" last 45 minutes, of which the class poem takes up about twenty. I then place the alphabet on the blackboard, vertically in two separated columns, and we begin the rhyming game. I give an end sound; for instance, "shun". Each student, called upon in order around the room, responds with a word rhyming with "shun". A point is given for each syllable in the word, a point for spelling, one for the meaning of the word (without using the word or its root), and a point for the first to come up with a different spelling of the rhyme ending, e.g., "tion", "ssion", "sion". A popular sound like "shun" will produce, from a class of six to eight students, as many as 50 words. Score is kept and 1st to 3rd prizes of candy are awarded.

As an experiment this year, we are combining beginning appreciation of fine art with poetry. A slide of a well-known museum work is shown. Each student is given a color postcard of the painting, and asked to write, in ten minutes, his or her poetic thoughts about it, from any point of view. Van Gogh's "Room At Arles" brought sympathetic response for the artist's troubled life. The Met's "Madame Charpentier & Family" by Renoir produced poems about the mother, the dog, and this one about the dressed-alike girls: "THE TWINS/Being twins/can be/like a reflection/like a mirror—/being a twin/can be hard/on your feelings/like being blamed/for a crime/and not being/the one who caused it." (Frank B. (aged 11).

The best expression of ideas was stimulated by Winslow Homer's stark "The Gulf Stream. One can sense the muscles of the brain being stretched when Nai H. (aged 12) assumes the role of one of the sharks that surround the demasted small boat in which the lone surviving black hand hopelessly awaits violent death from capsizing among the open jaws, or from a blow by the oncoming typhoon. Nai ends her poem: "I'm trying to get away from/a terrible typhoon that wants to destroy me—/help me, black man! hear my cry for help—/call to me, black man/ tell me you understand!"

Inducing children to express themselves in poetry, free of prose's syntactical shackles, is easy. Introducing them to great poetry is another job. Good, kindly, Paterson-pediatrician Williams struck immediate responsive chords in Linda A. (aged 12): "MORNING AT BOURNE HALL/I got up this morning/ got out of bed/ washed my face/ brushed my teeth/ and made my bed—/ had breakfast/ toast/ juice/ milk/ and cereal/ went upstairs/ brushed my hair/did my makeup/and went to school."

Emily Dickinson, with some of her simpler lyrics, promised a near-future reaching out to her; they asked questions about her life and work. Walt Whitman's booming waves rolled over them and disappeared in his powerful ebb tide. Despite his typographical gymnastics, e.e. cummings proved a dud. But a selection of Japanese haiku, weathering a loud critic's cry of "Corny! That's corny!" were generally approved as they have been for about 2000 years. In fact our "corny" critic wrote:

> One rabbit
> running through the snow
> leaves hundreds of tracks
> behind.

Granted, it isn't Ohura, but Ohura would be 1300 years old today: "Corny" is only eleven.

Professional News

Dr. Lee Ann Truesdell (805)
Assistant Professor
Special Education Program
Department of Educational & Community Programs
School of Education
Queens College
of The City University of New York
Flushing, New York 11367

On June 1, 1985, The Down's Syndrome Regional Coalition in partnership with Wassaic Developmental Center will hold a one day conference on Down's Syndrome at SUC at New Paltz. Lectures and workshops will address educational, medical, legislative, parenting, and other aspects of Down's Syndrome. For information: Dr. Tony Daddiego (1002), 43-36 Robinson St., Apt. 4G, Flushing, N.Y. 11355 (212) 445-6031.

Sylvia Cotriss (402), Language Development Program of Western New York, Inc., 300 Fries Road, Tonawanda, N.Y. 14250 (716) 837-2441, is the new Membership Chairperson of the NYS Division on Early Childhood. $4.00 to become a member and $3.00 to become a subscriber.

Chapter 1002 honored special education paraprofessionals at their November meeting. Under the leadership of Bertha Polifka Long Island Chapter 71 met in November and had a presentation and discussion on The Transition From School to Work.

Save October 25-27, 1985—State Consortia of CEC, AAMD, and NYS Teachers of the Handicapped (along with the New York City Chapter of NYSTH) to hold annual convention at the Concord.

The Young Adult Institute will hold a conference on April 24-26, 1985,—Model Programs and New Technologies for People With Disabilities. For information—Young Adult Institute, 460 West 34th Street, N.Y., N.Y. 10001 (212) 565-7474.

A Division on Career Development is forming in NYS, for information—Co-Chairpersons of the Organizing Committee: Edward E. Blutstein (742), United Cerebral Palsy of NYC, Inc., Manhattan Rehabilitation Center/Industrial Arts Program, Room 305, 122 East 23 Street, N.Y., N.Y. 10010 (212) 677-7400, ext. 310, or Dr. Craig Hill (564), Nazareth College, 4245 East Avenue, Rochester, New York 14610 (716) 586-2525, ext. 398 - 575.

Adelphi University's Chapter 856 was off to a good start for their 1984-85 term with their guest speaker Dutch Hess. He spoke about adaptive physical education, and the 1984 International Games for the Disabled. Other plans for the year include: a Christmas party for a home for the autistically retarded; a runathon entitled "Run for the Gold" for the New York special Olympics Committee; and a trip to the Beaver Run-Camp Hill Community. Their membership includes Special and Elementary Education majors, Speech Pathology and Physical/Adaptive Education majors. Undergraduate, graduate, and faculty members are all involved. The chapter has an increase of approximately 25 members this semester. The Adelphi chapter is looking forward to a "special" year. Donna M. Acocella, Chapter 856 President would like to share ideas and hopes with other chapter presidents—Waldo Hall, Box 327A, Adelphi University, Garden City, N.Y. 11530.

NYS CEC NEEDS ASSESSMENT

The results of this assessment will help the CEC Executive Board in planning activities and programs to better meet the needs of its members.

Tear off, fold on the dotted lines and mail as soon as posssible.

Check (✓) the topics that you, as an individual, are interested in.

Handicapped in General

__________ Mentally Retarded
__________ Learning Disabled
__________ Physically Handicapped
__________ Emotionally Handicapped
__________ Speech & Hearing Impaired
__________ Visually Impaired
__________ Gifted/Talented
__________ Pre-School Handicapped
__________ Multiple Handicapped
__________ Other

Instructional Management

__________ Learning & Teaching Styles
__________ Selecting Instructional Materials
__________ Computer Assisted Instruction
__________ Assessments 1: Types & Purposes of Formal Tests
__________ Assessments 2: Modifications in Testing and Types of Informal Data Collecting Techniques
__________ The Parent-Teacher IEP Meeting: Questions & Concerns
__________ Life Skills in Reading and Math for the Handicapped
__________ Other

Curriculums & Programs

__________ Aging Out
__________ Sex Education
__________ Pre-vocational Skills
__________ Music Theory
__________ Art Therapy
__________ Tips for Improving Parent-Teacher Relationships
__________ Other

Behavior Management

__________ Behavior Management: Basic Terms & Principles
__________ Cantor's Assertive Discipline
__________ Glasser's Reality Therapy
__________ Active Listening/Effective Communication Skills
__________ Stress Management
__________ Other

Legislation

__________ Federal & State Laws (94-142, 504, 89-313, H.R. 4164)
__________ New Regents Action Plan
__________ Due Process — COH
__________ Other

Resources and Services

__________ SSI
__________ Estates/Wills
__________ Foster Care
__________ Office of Vocational Rehabilitation Services
__________ Group Homes
__________ Other

(Over Please)

1. What is the best time of year for you to attend a Conference?

Spring Summer Fall Winter

2. What is the best time of the month for you to attend a professional meeting?

Beginning Middle End

Day of Week? Weekday ____________ *(Day)* Weekend ____________ *(Day)*

3. Time of Day

Daytime Evening

____

____

____

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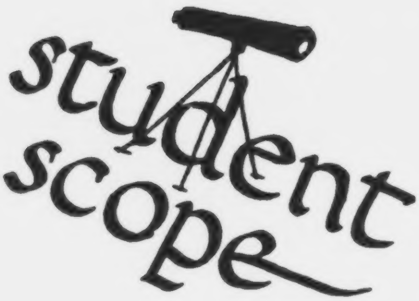


STUDENT SCOPE

Bridget M. Barr

Syracuse University

- Prior to the Presidential election S.U. sponsored a Republican/Democrat debate of issues related to education. Two Syracuse area political leaders from each party were chosen to participate. The students gained much knowledge from this experience that helped them place their vote.
- Syracuse University also took 10 children apple picking, hosted a Faculty/Student Holiday wine and cheese party, and sent five representatives to State Convention.

Chartering to Anaheim

To help defray some of the cost of transportation the Student Board will be sponsoring an airplane that will depart from the Buffalo area to arrive in Anaheim, California for the International CEC Convention. Anyone who is interested in reserving a seat should contact:

Nancy Yumpano
B8 Courtside Apts.
36 Court St.
Geneseo, NY 14454
716/243-5406

State Fund Raiser

During the State Convention the Student Board made and sold various buttons as a fund-raiser. This activity was successful and the Board is going to continue this fund-raiser throughout the year. Chapters will be given order forms for their personal buttons. Buttons will also be sold at the New York, New Jersey, and Pennsylvania Convention in January, so look for us there!

Many students attended the November 2, 3, and 4 CEC - AAMD convention in Buffalo, N.Y. The schools represented came from the Buffalo, Rochester, Syracuse, Albany, and Troy areas.

We, the NYS - SCEC Board were very happy that so many students attended and benefited from this wonderful, educational experience. The lectures, demonstrations, literature and personal dialogues proved to be valuable in preparing the students as professionals. The Board and all the students would like to thank the Federation and the planning committee for making us part of CONSORTIUM '84.

NY, NJ, PA, Coalition

The NYS - SCEC Board will be holding its next meeting November 30 through December 1, at Russell Sage College in Troy, NY. At this meeting the New Jersey and Pennsylvania president and governor of SCEC will attend to discuss details of the Student Coalition.

The main topic of focus will be on the development of a program between all three states involving lobbying and legislation of laws pertaining to education. Each state will be asked to recruit interested students and at the Regional Convention (at Columbia University in January) further development, discussion and training shall occur. At the convention, included in the student activities, there will be a luncheon, chapter presidents, and the SCEC Board from all three States.

The New York State Student Board is very enthusiastic to be part of such a program as well as very happy to have representation from New Jersey and Pennsylvania attend our Board meeting.

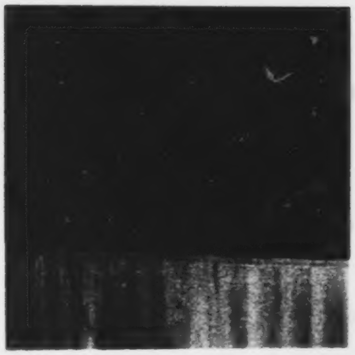
Chapter Activities

NYS - SCEC Board is very happy to report the following activities sponsored by the state student chapters.

1984 CEC STATE CONVENTION HIGHLIGHTS

Left to Right: Dr. Herbert L. Foster, Editor, *The Forum*, Dr. Judith A. Bondurant, *Past President*, Bob Koop, *Co-Anchor, WIVB*, Buffalo, Luncheon Speaker Mrs. Sally Quinby *President.*

Keynotes—Dr. Nicholas Long.



Left to Right: Mrs. Bertha Perez, *President-Elect*, Dr. Herbert L. Foster, *Service Award Recipient*, Dr. Judith A. Bondurant, *Past President's Award.*

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582 Baldy Hall
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DEAFNESS IN NEW YORK STATE: PAST, PRESENT AND FUTURE

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the FORUM

EDITOR
Dr. Herbert L. Foster (402)
Professor, Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

ASSISTANT EDITOR
Ms. Patricia Skok (402)
Resource Room Teacher
Williamsvile Schools
Williamsville, New York 14221
(716) 689-7057

ASSISTANT EDITOR PROFESSIONAL NEWS
Dr. Lee Ann Truesdell (805)
240 Oak Street
Ridgewood, N.J. 07450

ASSISTANT EDITOR-INTERN
Alice Kozen (402)
759 Brighten Road
Tonawanda, New York 14160
(716) 835-6849

MANAGING EDITOR
Deborah Swallow
Chicorelli (19)
18 Shepherd Ave.
Oneonta, N.Y. 13820
(607) 433-1554

ASSISTANT EDITOR LITERATURE REVIEW
George Singfield (71)
Director
Special Services Program
Samuel Field YM YWHA
58-20 Little Neck Blvd.
Little Neck, N.Y. 11362
(212) 225-6750

ASSISTANT EDITORS TEACHER/CLASSROOM CONCERNS
Bernie & Susan Kosberg (615)
The Orchard School
1156 North Broadway
Yonkers, New York 10701
(914) 965-8786

EDITORIAL ADVISORY BOARD

Dr. Joseph Andreacchi, Dr. Dianne E. Berkell, Dr. Judith Bondurant, Dr. Albert Budnick, Dr. Christine Cataldo, Dr. Henry V. Colella, Dr. Meyer Lieman, Dr. Barry Glick, Dr. Deborah C. May, Dr. Edwin Martin, Dr. Merrily Miller, Dr. Joel E. Mittler, Dr. Robert Smith, & Phyllis Susser.

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CEC membership applications can be secured from ***Regional Representatives.***

State Student Officers .

Nancy Zumpano (19)
President
36 Court Street, B8
Geneseo, New York 14454

Nathan Phillips (483)
Student Governor
505 Prospect Street
Room 1213
Buffalo, New York 14201
(716) 881-3200 Ext. 6814

Alice McGuiness (798)
Secretary
455 Hempstead Gardens Drive
W. Hempstead, New York 11552
(516) 292-8434

Kathy Blew (19)
Treasurer
12727 Eagle Harbor
Knowlesville Road
Albion, New York 14414
(716) 798-1021

Pat Burns (19)
Membership
25 Orchard Street
Geneseo, New York 14454

Bridget Barr (798)
Publicity
R.D. #1, Weaver Road
Delanon, New York 12053
(518) 895-8168

Erika Rottenberg (19)
Past President
12611 Davan Drive
Silver Springs, MD 20904
(301) 622-3793

Dr. Ida Holman (19)
Advisor
Blake B.
Dept. of Special Education
SUC/Geneseo
(716) 245-5393

Advisory Board

(Continued from Page 3)

Sean O'Neill *(Albany)* (45)
Box 209-59
Altamont, New York 12009
(518) 355-3963

Ida Kolman (19)
NYS-SCEC Advisor
Dept. of Special Education
Blake B
SUC/Geneseo
Geneseo, New York 14454
(716) 245-5393

Nathan Phillips (483)
Student Governor
505 Prospect Street
Room 1213
Buffalo, New York 14201
(716) 881-2300 Ext. 6814

Dr. Herbert L. Foster (402)
Editor, The Forum
100 Sedgemoor Court
Williamsville, N.Y. 14221
(716) 634-8463

Dr. Richard J. Lee, (402)
Historian
168 North Street
Buffalo, New York 14201

Dr. Ed. Welch (1029)
PAN Representative
ED 231
6513 Lansing St.
Schnectady, N.Y. 12303
(518) 381-9524

Gary Pogorzelski (248)
Case Representative-Acting
2901 Lemke Road
N. Tonawanda,
New York 14120

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EXECUTIVE COMMITTEE
1984-1985

Mrs. Sally Quinby (402)
President
2679 Blakely Road
South Wales, New York 14139
(716) 652-1528
Mrs. Bertha Perez (805)
President-Elect
59-35 160 Street
Flushing, New York 11365
(212) 762-0579
Dr. Jed P. Luchow (498)
Vice President
247 Engle Street
Tenafly, New Jersey 07670
(201) 568-2927
Deborah Swallow Chicorelli (19)
Treasurer
18 Shepherd Avenue
Oneonta, New York 13820
(607) 433-1554
Lois Smith (249)
Secretary
53 Heitz Place
Hickville, New York 11801
(516) 681-3337
Dr. Judith A. Bondurant (402)
Past President
7810 Buffalo Road
East Aurora, New York 14052
(716) 655-0126
Dr. Gary O. Carman (615)
Governing Board Representative
1156 North Broadway
Yonkers, New York 10701
(914) 423-2340
Nancy Zumpano, (19)
Student President
36 Court Street, B8
Geneseo, New York 14454

ADVISORY BOARD
(Regional Representatives)
Thomas Assenza
(Buffalo)
40 E. Depew Avenue
Buffalo, New York 14214
(716) 838-1847
Lori Carlson (19)
(Rochester)
50 Catherine Street, Apt. A
Lyons, New York 14489
(315) 946-3311
Jeremiah Hartnett *(Syracuse)* (1029)
5357 Mudhill Road
Brewerton, New York 13029
(315) 699-4614
Larry Banco *(N. Y. Region II)* (742)
788 Columbus Ave., Apt. 14R
New York, New York 10025
(212) 866-4449
Mrs. Marlene Wechsler
(N. Y. Region III) (805)
657 Flanders Drive
No. Woodmere, New York 11581
(516) 791-2605
Joel Brodsky *(Long Island)* (71)
15 Maiden Lane
Jericho, New York 11753
(516) 433-9348

Mrs. Sally Quinby (402)
President — NYSCEC
Teacher of LD ED
BOCES Erie-Cattaraugus #2
Eden Middle School
Main Street
Eden, New York 14057

President's Message

In my final report as president, I would like to share my thoughts regarding our federation—third largest in CEC.

First, the response to the needs survey published in the Winter '85 edition of *The Forum* provided valuable information for future services. In order of preference, the top choices in each category follow:

1. *Topics interested in:* Learning Disabilities, Emotionally Disabled, Mentally Retarded;
2. *Instructional Management:* Learning and teaching styles, Selected Instructional materials, Computer assisted instruction;
3. *Curricula and Programming:* Aging out, pre-vocational skills, improving parent-teacher relationships;
4. *Behavior Management:* Glasser Reality Therapy, behavior modification, Canter's Assertive Discipline;
5. *Legislation:* Federal and state laws, new Regents Action Plan, due process rights and the COHs; and
6. *Resources and Services:* OVR (Office of Vocational Rehabilitation), foster care, SSI (Social Security insurance).

Hopefully, your NYS Executive Board and local chapter will plan programs emphasizing the above topics. The way these topics will be explored on the local level is for you to let your local chapter know your interest.

Second, I am encouraged that more than one candidate is running for Vice-President and Governor. In past years, these offices have had one unopposed nominee. I hope this is a resurgence of member interest in the federation. I urge you to vote and to become involved at the state level.

The third item I would like to bring to your attention is that at the CEC convention in California in April '85, the Delegate Assembly restored the 100% rebate to the chapters and federations on the dues paid to national. For the past two years, chapters and federations have received one-half and three-quarters of the amount usually alloted to them to conduct local CEC business. Your state federation along with local chapters, operated on shoestring budgets, and many officers assumed personal responsibility for their expenses because of their sense of duty.

Also, the delegate assembly reacted negatively to the nomination of Dr. Eileen Gardner, of the Heritage Foundation, to a position in the U.S. Department of Education. The outcry caused Dr. Gardner to withdraw her nomination.

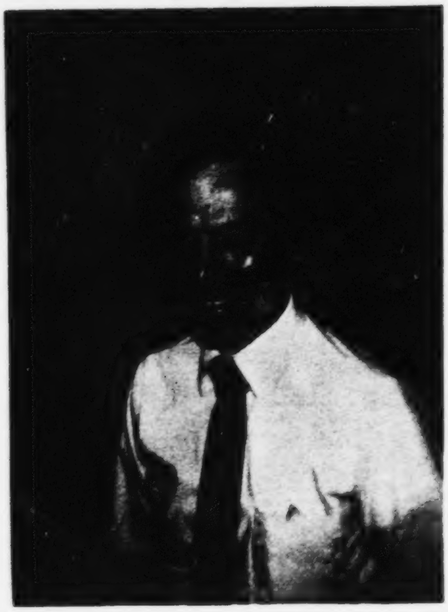
NYS-CEC and the Teacher Education Division (TED) of CEC met to plan a memorial for Dr. Burton Blatt. For the present, we plan to recognize someone nationally in teacher education each year.

This is the second year we pooled resources with New Jersey and Pennsylvania federations at the national convention. We interviewed candidates for national office and voted together at the delegate assembly on policy decisions of agreement. We three also sponsored a wine and cheese social event, thus defraying the cost.

I have enjoyed being present of NYS-CEC this year and representing you at the federation level. Thank you for this opportunity. I expect to see you at the state conference at the Concord Hotel, on October 25 - 27, 1985.

My best wishes to all of you for a healthy and happy summer.

Sally Quinby



Deafness in New York State: Past, Present and Future

Thomas F. Colasuonno, Ph.D., (248)
Supervisor, Special Education Unit
Lexington School for the Deaf
Jackson Heights, New York 11370

Professor (Part-Time)
Department of Communication Arts and Sciences
New York University
New York, New York 10003

As with anything you may read, what you bring to the material is at least as important as what you plan to experience. Thus, regardless of the degree to which one is initiated to issues or people, reading something new about them is not really reading something new at all, but rather a blending of the new with the old. What results may or may not resemble that which was first portrayed by the authors. The most an author can hope for by presenting a phenomenon for examination then is that the reader will grow from experience, adding to his already collected set of prejudices a new thought, or at the very least a different perception of what has already been decided to be true.

It is with this understanding and in this hope that this special issue of the world of deaf people in New York State is presented for your use. For many of you, even as special educators, the subject may be relatively new. Historically, although coming under the more general rubric of special education, the habilitation and rehabilitation of deaf people has enjoyed a separate and "privileged" position within this larger family.

Reasons have been posited for this separation, some altruistic, some not worthy of a statement of noble purpose. Whatever the reason, since attention was first focused on them at the beginning of the 19th century, deaf people have either by choice or by force been segregated from the world around them for most of their traditional human practices—education, vocation, and socialization. Indeed, except for birth and death there has traditionally been very little contact with mainstream patterns of existence, though co-existence in the same space has been an ever present reality in the "sound space" enjoyed by the majority of those who inhabit this world.

Fortunately for us, this phenomenon of co-existence without co-living is changing. Be it legislation reflecting the will of the people or just the Zeitgeist of the moment, deaf people are making great inroads in all areas of learning, work and living in general. As have been the case with any new learning, we all gain from the experience. This is not conjecture but studied fact that we all grow from learning more about those around us. In the end, it is always ourselves that we learn most about.

An entire history cannot be stored in seventeen pages of print. Given this fact of life, no attempt for an in-depth analysis will be made. Rather what is offered is a glimpse into the world of deaf people in areas most relevant to their life and your field of interest.

My thanks to Dr. Foster for allowing me the opportunity to share this information with you. Please enjoy what you read. Appreciate what you bring to the experience. Understand from the two. Grow, and we will all benefit from the effort.

The Education of Deaf Children in New York State

Leo E. Connor, Ed.D., (248)
Executive Director
The Lexington Center, Inc.
30th Avenue & 75th Street
Jackson Heights, N.Y. 11370

Abstract: The education of deaf children, particularly in New York State, has trended into a bipolarized position under the influence of the New York State Education Law, the Commissioner of Education (Regents) Regulations and Public Law 94-142 at the Federal level. Multiply-handicapped, severely deaf children tend to be enrolled in special schools in cities and designated regional locations, while mainstreamed deaf children are in regular and resource classes. Recent trends are adding artistic and cultural elements to the curriculum, emphasizing technology and media advances, and bringing parents into closer involvement in program decisions.

In New York State educational parlance, deaf children are a low-incidence group that, along with the blind, were recognized for 100 percent state support during the 1890's. While most disabled groups "came of age" in 1978 with the passage of Chapter 853 of the Education Law, the deaf and the blind were literally accorded recognition by the naming of eight private schools for the deaf and the blind for full state aid in the first compilation of the Education Law in the late 1880's. Thus the deaf, as distinguished from the hard-of-hearing, are singled out in Article 85 of the Education Law, while Article 89 includes children with lesser degrees of hearing loss.

Prior to 1965, the main centers for the education of the deaf were in Article 85 special schools and in the city special classes in Buffalo, Syracuse, Albany, Binghamton and New York City. With the growth of BOCES programs in the 1970's, deaf children were found in special classes in many suburban areas but only with the advent of PL 94-142 in the late 1970's were deaf children mainstreamed in significant numbers.

In special schools, the deaf children usually are taught in graded classes (e.g., kindergarten, first, second, third, etc.) of only deaf children. Teachers must be state-certified in deafness and in special subjects (e.g., physical education, art, math, science, etc.) Such schools may cover the elementary grades only or range from a preschool (nursery level) through senior high school. In addition, special schools, comprising multiple classes of deaf children, will provide educators of the deaf who are full-time supervisors and administrators. Beyond the regular school day, special schools also provide a wide range of athletic, social and vocational activities to these deaf children who reside in distant communities which offer no educational possibilities for deaf children.

If the era from the first educational programs in New York State for deaf children, starting in 1818 through 1900, can be characterized as that of the residential schools, then the period from 1900 to 1945 could be termed that of "city day classes," which were initiated and extended to most of New York's larger urban areas. From 1945 through 1975 a variety of efforts were made to organize special classes for deaf children through county and/or regional programs in suburban and a few rural population places. With the advent of 1975 was added an emphasis on a complex of mainstreamed services and locations sponsored by BOCES, cities and union-free districts. Specific personnel for education in regular classes and schools includes, in addition to certified teachers of the deaf, such specialists as speech-language teachers, occupational and physical therapists, therapeutic recreational personnel, vocational teachers, interpreters and supervisors.

For children for whom it is seen as appropriate placement, this movement into the mainstream of public education is seen as excellent alternative to prior patterns of placement within the residential school structure.

Support staff are considered necessary for any mainstreamed deaf child. Such personnel as speech-language teachers, instructional assistants or sign language interpreters are frequently provided when deemed appropriate for an individual child. Special classes are taught by state-certified teachers of the deaf. Children may spread all or part of the class day in one or more integrated settings outside of the special or resource class. In many regular school settings, the resource class teacher acts as a consultant to subject matter or regular class teachers of the deaf child.

A special range of educational services is available in some localities in New York State for the multiply-handicapped deaf child. These may consists of groupings of classes for retarded-deaf children or those deaf children who have additional handicaps such as cerebral palsy or emotional disabilities. Planning in New York State is now taking place jointly between the State Department of Mental Hygiene and Education regarding units known as Residential Treatment Facilities. The upstate unit is expected to be at the Rochester School for the Deaf and the downstate arrangements at the Lexington School for the Deaf. These will provide a full range of clinical, residential and educational services on a 12-month basis to meet the needs of the severely emotionally disturbed deaf children up to 21 years of age.

Within the State of New York, educational services for deaf children are the only fully state-subsidized programs available from birth to 21 years of age. Since 1969, with passage of a special state law, free educational parent and infant education has been provided in approved centers with certified teachers of the deaf. Programming specifics must include language development and auditory training and may be extended to speech development, manual skills, audiological evaluations, parent education and short-term psychological counseling. An approximate group of 25 centers in schools, medical centers and speech and hearing clinics provide such an educational program to about 125 deaf infants (ages 0-3 years) and their parents each year.

Since 1980, a number of trends have developed in educating deaf children and these, together with the longer term influence of PL 94-142, have indicated new emphasis on aspects of the curriculum, teacher/supervisor perceptions and parent/community involvement. Several of the more important are outlined here.

Bilingual and bilingualism in all of education affect far more than only deaf children. But in two major aspects the civil rights movement of the 1960's has impacted significantly on deaf children in every type of organizational setting.

The first is the large number of deaf children in various urban and certain state settings who come from homes where a language other than English is spoken by the family. The second aspect of this trend is the acceptance by some linguists and educators of the deaf that many deaf children will learn English as a second language in connection with the separate and different language of signs.

Recent reports of surveys have indicated that in New York City as many as fifty percent of the deaf children in special schools are from Hispanic homes (Lerman, 1984). Other data (Moores & Moores, 1984) indicate at least 10 percent of the nation's deaf children are Hispanic. Large pockets of Portugese families have been noted in Rhode Island, of French in Louisiana, Maine, New York, Vermont, Michigan and New Hampshire, of Spanish in California, New Mexico, Arizona, Texas and other border states, of Italian in many Eastern cities, and of Chinese in California, Illinois and New York, etc. For such children, curriculum change must be initiated since deaf children always have a major struggle with school language acquisition. Such techniques as English as a second language, or "vestibule classes," which provide special tutoring to stress the attainment of basic English skills, may be employed. Knowledge of and sensitivity to cultural norms have become important teacher in-service objectives in school districts or schools enrolling bilingual or foreign-speaking children. In other districts and programs the assistance of a social worker may assist such children to adjust in the new school and to attain additional family resources from the various levels of government.

For deaf children who are severely and prelingually deaf, the establishment of their primary language may be sign language or primitive gestural "language" that can conflict at school age with the learning of English. Linguistic evaluation by sophisticated personnel will be required, while teaching techniques from such a specialty as learning disabilities or the usage of sign language may be necessary to insure English development and on-going communication. Specially designed reading materials and simplified high interest books are other components of a school program.

Educational services to deaf children currently do not reach downward in age to the youngest of infants except for approved state-aided centers in some New York State localities. But educational research (Levitt, et al, in press: White, 1984) is clear that deaf children need speech, language and hearing stimulation and development as early as possible and as young as the second or third week of life. Educators of the deaf are prepared to accept such pupils and pediatric audiologists should be able to evaluate the specifics of hearing and to fit appropriate hearing aids. The retention of normally developmental speech and language patterns and the full usuage of residual hearing should be the primary instructional objective of parents and teachers for every deaf infant. Maternal (parents) input into the baby's instructional program is a necessity in the home environment (White and White, 1984).

Psychological counseling in school and community settings is becoming more available and, as multiply-handicaped children appear in educational programs as the result of the de-institutionalization movement, more are necessary to assist teachers and supervisors (Mendelsohn & Rozek, 1983). Such specialists usually are clinical psychologists and are familiar and experienced with the language and emotional problems of deaf children. Some special schools have set up specialized or therapeutic classes to meet the needs of emotionally disturbed deaf children. Instructional procedures may employ reliance on behavioral techniques, while other children may require a medication program under the direction of a child psychiatrist.

Allied to the basic and well-known language and speech impairments of deaf children is concomitant slow and difficult reading progress. Differences in degree of hearing loss, exposure to different auditory and visual languages, cause of deafness, and site of auditory or brain lesions, the language background of the home, I.Q. and motivation to learn are the main factors which make the achievement of high reading achievement possibly the most frustrating task for teachers of the deaf. National studies (Gallaudet College, 1983) have indicated a uniformly low reading level for hearing impaired pupils. Although recent publications (Kretchmer, 1982) show increased professional interest and a variety of possible theories, classroom practices have not produced much positive evidence of achievement advances. One interesting exception to that depressing statement is the overall deaf child's records on the Regents Competency Tests (Board of Regents, 1983) mandated for the attainment of all high school diplomas in New York State. In 1978, when the previously required tests in reading and arithmetic (Minimum Competency Tests) were replaced by the much more difficult Regents Competency Tests, predictions by experienced teachers of the deaf were that the vast majority of deaf senior high school pupils would be unable to pass. Five years later the state-wide results indicate that 75 to 80 percent of all deaf children eligible for New York diplomas are producing successful scores in the area of reading.

Post-secondary programs and opportunities for deaf children have grown spectacularly over the past decade. It was just 16 years ago (Babbidge, 1968) that a Federal report noted that Gallaudet College seniors (the Federally supported liberal arts college in Washington, D.C. for deaf students only) had scored in the bottom 5 percent on the Graduate Record Exam and that less than 2 percent of all high school deaf graduates were going on to college. Recent data (BEDS, 1982) reveal that over 15 percent of deaf students nationwide are enrolled in college and some high school programs for the deaf were enrolling over 70 percent of graduates in post-secondary programs (Lexington, 1983). A recent publication of the National Technical Institute for the Deaf (1983) listed over 40 special centers at colleges and universities throughout the United States which provided supportive assistance to deaf students.

Recent interest in the better utilization of residual hearing has been sparked by medical, technological and engineering advances and the determination of of the Federal government to produce a "new generation of hearing aids." While the medical professions have concentrated on the elimination of the rubella (German measles) epidemics and the direct stimulation of the auditory nerve through brain and auditory nerve implants, no widespread studies have suggested yet what the future effects of these trends will be. Engineering advances also have not yet resulted in general usage of newly developed tactile and discriminatory hearing aids and speech analyzers. Thus, data concerning improvements in speech development and/or auditory assistance are not quotable. Yet large Federal grants are being made to several centers to produce better hearing and tactile aids (Lexington School, 1983; Central Institute for the Deaf, 1984; Boys Town Center of Communicative Disorders, 1984; and others).

An outstanding contribution to the lives of deaf children (and adults) has been added over the past decade and is increasing spectacularly in schools throughout New York by the introduction of deaf cultural and artistic areas. In traditional school settings for the deaf, the dramatic and musical arts were ignored. While the deaf child was known to be interested and achieving in athletics, no trend was evident until the 1970's to extend these human physical skills to dance, music, dramatics and other art forms. Perhaps the breakthrough came from the Federal level where stimulation and innovation grants were responsible for the National Theatre of the Deaf, for the sign/sing interpretations of classical and modern dramatic productions, and for the dramatic burst of dancing and mime groups throughout the schools. Currently, every special school for the deaf of any size has drama and dance as part of their curricular offerings.

Another manifestation of this trend, "deaf is beautiful," is the introduction to the school of deaf culture. Whether it takes the form of deaf awareness weeks (publicity and public education of hearing problems: deaf people's achievements; deaf history; deaf organizations; etc.), or studies of deaf culture (e.g., the law and the deaf; deafness and the black community; the Hispanic deaf culture; deaf women's achievement; vocational opportunities for the deaf, etc.), there is a growing interest and a developing body of knowledge (N.T.I.D.: Gallaudet, 1984) available to school programs.

CONCLUSION

The education of deaf children can be said to have stressed mainly organizational units in historical sequence: residential schools (1818-1900); day special classes in urban settings (1900-1950); early childhood and high school programs (1950-1975); mainstreamed and resource units (1975-present). By no means should this historical sequence imply the value of one unit over another for any individual child or particular community. Quality of teachers/supervisors curriculum, support services, facilities and technical equipment remain as the basic requirements for all education offered to any deaf child. Rather, as each era initiates a large scale development of new or altered patterns, the education of deaf children has been enriched by the flexibility, choices, and emphasis that such variation offer.

The summary statement of this superficial survey, therefore, is that the education deaf children of today and in the immediate future will be more complex, with more resources and possibilities, with the need for objective study and counseling and with the optimistic view that deaf children can achieve more if parents and educators together search for and locate or produce the best educational setting for individual deaf children.

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Minority Deaf Students: An Overview

Nadine Wallace
Doctoral Candidate
Department of Communication Disorders
New York University
New York, New York 10003

Joseph E. Fischgrund
Principal
Lexington School for the Deaf
Jackson Heights, New York 11370

Abstract—Historically, very little has been written on the development of educational programs for linquistic, ethnic or racial minority deaf students. This article focuses on problems confronting these students in schools for the deaf. Minority deaf students often do not receive maximum benefit of available educational programs because of prevailing attitudes towards language, race or ethnicity.

In the following, issues relating to two populations, Black deaf students and Hispanic and other linquistic minority deaf students are addressed.

I. **Black Deaf Students**

In 1856, P.H. Skinner's School for the Colored Deaf Children opened in Niagara City, New York (Gannon, 1981). It was the first school opened exclusively for black deaf students in America. Prior to its establishment, black students may have been able to gain entrance to other schools for the deaf but there does not appear to be any written record of black students attending. Indeed, it appears that the schools for the deaf, like most racially segregated schools in America, did not provide racially-integrated educational programs until legally forced to do so by the 1954 Brown decision outlawing racial segregation (Ploski and Marr, 1976).

Today, it appears that the problems of black deaf students mirror those of black students in general. This hypothesis was reinforced by two researchers who published their findings in *Black and Deaf in America* (Hairston and Smith, 1983). They also noted specific problems faced by black deaf students:

1) they are "seldom provided with a good educational foundation and with upward mobility opportunities to do meaningful work. . ." (p. 3);
2) few schools for the deaf teach black history so black students know little about their heritage;
3) there are very few black professions in deaf education;
4) few provisions are made in schools for disadvantaged backgrounds of black deaf students.

Three additional problems not noted in the above study, are also apparent;

1) students enrolled in the vocational programs tend to be predominately minority students;
2) minority students who excel in athletics and extra-curricular activities are allowed to put these activities first and academics second under the guise that they need something to make them "feel successful."
3) minority students are predominately placed in classes for students with learning and behavioral problems.

Black deaf students are often described as having a "double handicap" by educators. The use of this term is a subtle form of racism because it implies that just being a black person is a handicap. This approach along with others often used (i.e. a "minority within a minority") only reinforces the problems cited above. In addition, according to a demographic survey of teachers of the deaf (Jensema and Corbett, 1980) approximately 94% of the sample reported their ethnic background as "white." They stated that this indicates "a. . .gross imbalance in racial make-up of the teaching population and indicated the need to attract more minority group members to the field" (p. 13).

II. **Linguistic Minority Deaf Students**

The problems outlined with respect to Black deaf students are similar to those facing Hispanic deaf students, although there are some very important differences.

First, despite the focus on language that is evident in all schools for the deaf, issues relating to languages other than English (or Sign) are poorly understood. Just as being black is often considered (quite erroneously) to be an additional handicap, so is speaking another language. Secondly, the significant cultural differences between Hispanic and other linguistic minority deaf students are seldom understood or addressed in a curriculum process. Clearly, such attitudes and practices not only deny the richness of the linguistic and ethnic diversity around us, but mitigate against the success of deaf students from linguistic minority backgrounds.

Until very recently, very little has been developed in the field of deaf education that really addresses the problems of linguistic minority deaf students. However, several major steps have been taken in the last few years to address the needs of one particular group, the Hispanic deaf.

First, Delgado (1981) conducted a major demographic study of hearing impaired students from non-English speaking homes. His study clearly pointed out the tremendous inequities in assessment and programming practices in deaf education where children from non-English speaking homes were involved. Lerman's 1977 in-depth study of the Hispanic deaf in New York City also found similar patterns.

Fischgrund (1982) presented the first thorough rationale for the use of a bilingual/bicultural model with students from non-English speaking homes, arguing that, "for the hearing impaired child whose language abilities are delayed in the first language. . . the optimal conditions under which the child will begin to enter a second language learning process is if there is continued development and use of the first language" (p. 60).

A recent, and important landmark has been the publication of *The Hispanic Deaf* (Delgado, 1984) which is a collection of almost all of the recent and significant literature dealing with the Hispanic deaf. It provides valuable insights in linguistic, cultural and programming areas, and is an important source of information for educators of the deaf and teacher trainers.

Several successful program models have also been developed within schools for the deaf. *Projecto Oportunidad*, the bilingual/bicultural program at the Rhode Island School for the Deaf was the first of its kind, and demonstrated that bilingual/bicultural programming for the hearing impaired was not only feasible, but very desirable. The Hispanic Resource Team model currently being implemented at the Lexington School for the Deaf is successfully demonstrating how linguistically and culturally appropriate services can be offered to a large, primarily inner-city population of Hispanic deaf students and their families.

In an excellent article which synthesizes issues of racial and ethnic diversity, Cohen and Grant (1983) not only present an over-all program model, but conclude that "it should be the goal of each school to enhance the learning capacity of deaf children and adolescents through increased awareness and knowledge of their own and other ethnic heritages."

III. **Future Considerations**

Appropriate educational services for racial, linguistic, and ethnic minority deaf students can be provided, and must be if deaf education is to provide equal educational opportunity for all of its students. For this to happen, there must be an organized process which includes parents and community, curriculum revision, staff-training, and strong administrative commitment and leadership.

As Cohen and Grant (1983) note; "when an environment is created in which educators and other staff members understand the potential implication of ethnic heritage values and culture for children's learning styles, teaching will become more effective."

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Use of Sign Language in Education Programs in New York State: Past, Present, and Future

Regina Carroll
Teacher
Lexington School for the Deaf
Jackson Heights, New York 11370

Doctoral Candidate
Department of Communication Disorders
New York University
New York, New York 1003

Abstract—Historically the use of sign language in education programs for deaf students has been a point of substantial controversy. Since special programs for deaf children were established in New York State, the role of sign language in them has been debated and has undergone many changes. The purpose of this article is to describe the past, present, and future trends in the use of sign language in education programs. To compile this information, a questionnaire was sent to the superintendent of each of the nine state-supported primary and secondary schools for the deaf in New York State. These programs were chosen because they educate the majority of deaf children in the state and they were easily identified as programs serving deaf people.

The controversy concerning the use of sign language in schools for the deaf goes back to Europe more than 200 years ago. It stems from competing philosophies about the optimal mode for communication in education programs. Although the goal of educators in this country was and continues to be to teach deaf children to communicate in English, there were two major schools of thought about how this goal could be achieved.

The oral philosophy supported the use of speech without any form of sign language in education programs. An opposing philosophy supported the use of a manual sign language in education programs. To understand the evolution of these philosophies it is necessary to understand the origin of sign language in this country and the relationship between sign language and English.

The sign language used in the first schools in this country was related to the French sign language used by Abee de l 'Epee (Stokoe, 1978). The French signs probably combined with signs which were already being used in America to form Old American Sign Language (Baker and Cokely, 1980). Today, American Sign Language (ASL) is the language used by many deaf people in the United States and Canada (Baker and Cokely, 1980).

Before the 1960s very little was known about American Sign Language. It was considered by some to be an unstructured and inferior mode of communication. This lack of knowledge contributed to the oral/manual controversy. Early research on sign language, therefore, was conducted to demonstrate that sign language was in fact a true language (Wilbur 1979). ASL is now known to be an organized, complex language whose structure is quite different from the structure of English (Klima and Bellugi, 1979). Because the structures are different, a person cannot sign ASL and speak English at the same time.

Schools have always made their own decisions regarding communication mode, but trends in the field can be seen by tracing the changes in policy across the schools over time.

1817 — 1960

Between 1817 and 1864 three schools for the deaf were established in New York State. The communication modes used in these schools reflected the differing viewpoints regarding this issue.

The first school, The New York School for the Deaf, was established in 1817. This school started as an oral program, but it changed its communication policies many times over the years. The first changes were made to include the use of signs and then fingerspelling in the program.

The second school, started in 1859, was the St. Mary's School for the Deaf. This school had a manual component and an oral component when it first opened. In 1864 The Lexington School for the Deaf opened. This school was totally committed to the oral philosophy. In fact, this school was established to ensure that an oral program was available for deaf children since no other school at that time was providing this alternative (Amato, 1984).

By 1869, when the fourth school was started, only one program was using a completely oral approach; however, from that time until the mid-nineteen hundreds, the oral philosophy seemed to gain more support. This support for oralism was not limited to New York State; it spread throughout Europe and the United States. In 1871 an organization called The Association for the Oral Instruction for the Deaf and Dumb was established to spread oralism and train teachers in oral methods (Arnold, 1984). In 1890 another organization, The American Association to Promote the Teaching of Speech to the Deaf, was formed (Bell 1910). This organization, now known as the Alexander Graham Bell Association for the Deaf (O'Connor, 1953), still exists today.

Between 1869 and 1960 six more schools were started: The St. Joseph's School for the Deaf, New York State School for the Deaf, Rochester School for the Deaf, Cleary School for the Deaf, Mill Neck Manor Lutheran School for the Deaf, and St. Francis de Sales School for the Deaf. All these schools began as oral programs. In addition, one program which had been using sign language changed to become an oral program. One of the oral programs, however, did change to a method which used fingerspelling in conjunction with speech. Thus, by the mid-nineteen hundreds the nine major schools for the deaf in New York State were still divided in their communication philosophies, but the majority followed the oral philosophy. Radical changes, however, were soon to be made.

1960 — Present

A number of conditions led to changes in communication policy that took place in the 1960s and 1970s. Many schools indicated that they had not been meeting the needs of their students with their communication policies. This situation took place at a time when changes were being made in all institutions in our country. In addition, research on sign language was being conducted. This research gave educators more knowledge with which to make informed decisions.

Given these conditions, some educators sought new ways to solve communication problems. During these years a new approach to using sign language in education programs was developed. Educators developed sign language systems which attempted to code English visually. These new systems would allow teachers and students to talk and sign simultaneously. By creating these new sign language systems educators were attempting to give their deaf students the benefits of both spoken English and a visual sign language simultaneously (Wilbur, 1979).

The following table shows some of the sign systems that were developed:

Table I

Sign System	Year	Author(s)
Seeing Essential English (SEE 1)	1966, 1971	Anthony
Signing Exact English (SEE 2)	1972	Gustason, Pfetzing, and Zawolkow
Signed English	1973, 1975	Bornstein et al.
Manual English	1972	Washington State School for the Deaf (Wilbur, 1979)

At the same time, a new philosophy was born—that of Total Communication (TC). Denton (1972) defines Total Communication as ". . .the right of a deaf child to learn to use all forms of communication available to develop language competence at the earliest possible age. This implies introduction to a reliable receptive-expressive symbol system in the preschool years between the ages of one and five. Total Communication includes the full spectrum of language modes: child devised gestures, formal sign language, speech, speechreading, fingerspelling, reading and writing." Historically, however, there seems to be little agreement on just how all the modes of communication are to be included into a program (Davis and Silverman, 1978).

The English sign systems were developed in the 1960s—70s and six of the nine schools reported that they had adopted the use of one of them by the beginning of the 1980s. Five of those six schools state today that they adhere to the philosophy of Total Communication. Within these schools however, there are marked differences in the way these sign systems have been adopted. Each school has made an individual decision concerning the specific system of sign language to be used. In addition, some schools made individual policies for different departments within the school. For example, one school uses Signing Exact English in the pre-primary through upper schools but uses an aural/oral approach in the infant program. Another school uses Signed English in the lower, middle and high school programs but uses ASL in the alternative high school.

Of the three schools which have not adopted one of the manual codes for English, one still supports the aural/oral philosophy. This school did state, however, that Pidgin Signed English, a pidgin of ASL and English, and ASL are being used in selected departments within the school. One school stated that it supports TC but one sign system was not adopted for the whole school. Instead, each individual uses whatever mode of communication with which he is most comfortable. The ninth school, which had developed the method of fingerspelling simultaneously with speech, now uses a modified version of that method which allows signs as well as fingerspelling in conjunction with speech.

Thus, though it is clear that all the schools now do use some form of sign language, controversy still does exist over this issue. Some educators still advocate using strictly aural/oral communication. Even among educators who support the use of sign language in the education program, there is disagreement over the type of sign language that should be used and the way it should be incorporated into the program. As present policies are evaluated and more research on all sign systems is conducted we may see more changes in the future.

FUTURE

A variety of future trends were postulated in the questionnaires but three recurrent themes emerged: the standardization of signs throughout the school, the development of flexible communication policies to meet the needs of individual students, and the possibility of using ASL in education programs.

After using a sign language system for about the last ten years, a few schools noted that the vocabulary was inconsistent within the school itself. These schools have identified the development of more consistent systems as a major goal of the near future. One other school has already formed a committee to study the standardization of signs. Given this need, continued research and teacher training will probably be needed.

The development of more individualized communication policies was mentioned by three schools. This need may stem from both the development of individualized education programs for handicapped students and the increasing diversity of the population within each school for the deaf. Students with such a variety of abilities and language backgrounds may need different communication programs to meet their educational and social needs.

The possibility of using ASL in school was mentioned by three schools. One other school has already included the use of ASL in its program. Considering ASL may be an outgrowth of both our increased knowledge about this language and research trends in bi-lingual education. More research is needed for schools to be able to make informed decisions concerning the role of ASL in schools, but it is an approach being considered for the future.

Thus, while there is still some use of aural/oral technology in schools for the deaf, it seems that the use of sign language in education programs is now well established. What remains to be seen is the role of ASL and the various sign systems in the future.

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Vocational Rehabilitation Services For Deaf People in New York State

Judy Smith, M.A., C.R.C.
Vocational Rehabilitation Counselor
Office of Vocational Rehabilitation
30th Avenue & 75th Street
Jackson Heights, N.Y. 11370

During the past ten years, vocational rehabilitation services for deaf people in New York State have undergone major changes and improvements. Although the situation has not reached the optimal level, but plans are underway and mechanisms for change are in place. Most important of all, the State of Vocational Rehabilitation, colleges, rehabilitation centers, and private business and trade schools are becoming more aware of the special needs of the deaf population and are offering services to meet these needs.

An important agency in the vocational rehabilitation of deaf people in New York State is the Office of Vocational Rehabilitation (OVR). This agency is part of the State Education Department and is funded by both Federal and State funds. Each state has a similar organization, whose main function is to provide vocational rehabilitation services to all handicapped people. The goal of OVR is to help each client achieve appropriate meaningful employment. This is achieved by providing counseling, evaluation, training, and job placement and adjustment services.

Because of an increasing awareness of deafness by OVR administration, efforts have been made to improve services to this population. There is now a State Coordinator and Assistant Coordinator for Services for Hearing Impaired People. These two coordinators spend a great deal of time traveling, attending meetings and helping to develop and implement rehabilitation programs for deaf people. Also, New York State OVR has an Advisory Council composed of consumers, parents and other influential and knowledgeable people in the field of deafness. This is a working group which has been in existence for about two years and has developed a State Plan for services for deaf people. This plan sets the goals for OVR, and all local offices of the agency are working to achieve these goals. Fiscal restraints as a result of cutbacks in State and Federal funding have been the biggest obstacles. But the existence of the plan, the advisory council and the office of the State Coordinator all indicate a long range commitment to improve services to the hearing impaired.

It was not always this way. As recently as 1973, two counselors from the Office of Vocational Rehabilitation who had a special caseload of deaf clients, and who could communicate in sign language, were the sole link between the deaf client in New York and the State and Federal bureaucracy. These counselors worked with clients from the entire New York City area. Because of their large caseloads and limited resources, many clients were not adequately served. Many deaf people expressed their dissatisfaction and disappointment by not following through on appointments or return visits to OVR. At that time, the reputation of OVR in the deaf community was at a very low level.

At the present time, OVR has an office in each borough of New York City, and there is at least one deafness specialist in each office. Brooklyn and Manhattan have either two or three specialists. All of the upstate offices have a deafness specialist. Each Rehabilitation Counselor for the Deaf is skilled in sign language, has an in-depth understanding of deafness and a knowledge of local services available for deaf clients.

A special OVR Rehabilitation Counselor for the Deaf can greatly increase the chances for a successful rehabilitation process. Rapport can more easily be established between counselor and client. Instead of depending on a family member or a friend to interpret, private communication betwen counselor and client can exist and this fosters feelings of confidentiality and trust. Instead of depending on note writing which leads to frustration for both client and counselor, easy communication in sign language promotes comfort and understanding.

In addition to more effective counseling with deaf clients, the special group of deafness counselors can perceive gaps in services at local levels and can advise OVR administration on ways to bring about changes. Downstate deafness counselors meet monthly and also meet annually with the upstate counselors, to share information and discuss common problems.

One of the most valuable improvements in the provision of vocational rehabilitation services for deaf people has been a great expansion in interpreter services. When the OVR counselor arranges appointments and programs for the deaf client, we try to make sure that communication problems will not prevent opportunities for success. Years ago, each OVR counselor had a list of interpreters, and we contacted them directly to contract for their services. In the mid 1970's, OVR and the New York Society for the Deaf, a New York City based advocacy and service organization, set up an interpreter referral service. Now the OVR counselor calls in the order to the New York Society for the Deaf, and that agency makes the arrangements. These interpreter referral centers are located in New York City, Long Island, Albany and Rochester. The ability of the New York Society for the Deaf to fill these interpreter job assignments depends on the availability of interpreters, but the service has made many more programs accessible to deaf people. Interpreters can be provided for vocationally related services ranging from doctors appointments to full time college training programs.

In years past, if a deaf person wished to attend college, the choices were N.T.I.D. or Gallaudet, or a few smaller vocationally oriented programs in community colleges around the country. This did not offer the deaf person the opportunity to attend school near his or her home, or experience a mainstream college program. Because of the increased awareness of deafness, more colleges are offering specialized services and programs for this group. Many of the colleges depend on OVR for funding interpreter services. Some colleges have used their own funds to hire counselors who can communicate with deaf students and who have knowledge of and experience with deafness. The special remedial needs of many deaf students are being recognized, and special tutorial and pre-college courses are available. Suffolk Community College now has a special summer vestibule program to assist deaf students to become oriented to college. Nassau Community College, Long Island University, New York University and LaGuardia Community College have qualified counselors to assist deaf students and coordinate interpreter schedules. If a client chooses, and OVR determines that the client is qualified, he or she can apply to any college in New York State and OVR will try to find interpreters.

OVR uses the services offered by rehabilitation centers to provide evaluation and training programs for many deaf clients. In years past, the deaf client was referred without interpreter and very few rehabilitation facility staff members could communicate in sign language. (There were and still are a few excellent rehabilitation centers such as the New York League for the Hard of Hearing and the New York Society for the Deaf which provide services only to hearing impaired people. The staff at these facilities are highly qualified and able to communicate with our deaf clients.) The deaf client at the general rehabilitation center often received an inadequate evaluation and may have been placed in a training program below his or her level of potential. Many deaf clients dropped out because of frustration. Now, many of the rehabilitation facilities are aware of the needs of the deaf client, and have hired staff evaluators and counselors who are trained in deafness and sign language communication. This has greatly improved the chances of a deaf client for a successful rehabilitation program. Frustration and drop out rates have declined, and appropriate training and job placement have increased.

Some deaf people are not qualified for a college training program, or prefer to attend a private business or technical school. Before the availability of interpreter services funded by OVR, most schools were very reluctant to even consider a deaf applicant for admission to their schools. Now, if the deaf person is qualified and interpreters are available, OVR can set up a training program in a variety of private schools. These include schools for dog grooming, electronic assembly and repair, clerical training, jewelry making and many others. The New York City area has a very large number of private schools which can be contacted if the deaf client has the potential and interest. Generally, the client who attends a private business or trade school must be more mature and responsible, since the schools, for the most part, do not have a counselor on staff to deal with personal or family problems. The deaf person is on his or her own, with the interpreter serving as "ears" only.

There have also been an increased awareness and efforts to improve job placement services for qualified, trained, and experienced deaf people. The rehabilitation agencies which provide services exclusively to hearing impaired people now have specialists on staff to provide job placement services. The New York Society for the Deaf and the New York League for the Hard of Hearing have at least two counselors each, who are very experienced in job placement services. Human Resources in Albertson, L.I., and Just One Break have a deafness placement specialist.

Other rehabilitation agencies are now aware of the special needs of deaf clients and frequently request OVR to provide interpreter service for placement interviews. All counselors involved in job placement realize how important interpreter service is for the successful job interview. The perspective employer is often nervous about communication with a deaf applicant. An interpreter can ease these fears. Likewise, the interpreter can assist the deaf person to make a good impression in the job interview by allowing the deaf person to present him or herself and past work and training experiences in an understandable way. The interpreter may also take the place of a "helping" professional or friend who may inappropriately "talk for" the deaf person.

OVR is also committed to helping create a successful job adjustment, once the deaf person has been hired. An interpreter can be provided for the initial work period, so that the deaf person can easily learn the work routine. OVR also realizes that if the deaf person feels isolated on the job, long term adjustment may be a problem. OVR now has a program, modelled after a similar one in Sweden, where sign language lessons are provided (funded by OVR) to fellow workers and or supervisors. This is a purely voluntary program which can be very effective in assisting with work adjustment. Recently, lessons were provided for a deaf young man who had completed training in watch repair, and who then obtained a job in that field. A teacher went weekly at lunch time to the small watch repair shop and taught basic work-related signs to the supervisor and fellow worker. In another case, a teacher was sent to a large Wall Street bank to teach a supervisor and a group of approximately six fellow workers. In both cases, the deaf person participated in the classes to provide input about which signs were most needed.

The improvement in vocational rehabilitation services for deaf people has been evolving over the past several years, but should make major gains in the next few years. As the Rubella population leaves the schools and enters the rehabilitation world, programs must be developed to meet the increase in demand for interpreter service, and the needs for more and varied post secondary programs which will train these deaf clients for appropriate jobs. The OVR Advisory Council and the OVR Counselors for the Deaf will continue to monitor services and recommend improvements.

Teacher Preparation in the Education of Hearing Impaired Individuals in New York State

Robert E. Kretschmer, Ph.D.
Assistant Professor
Department of Special Education
Teachers College, Columbia University

Patricia Yacobacci-Tam, Ph.D.
Assistant Professor
Department of Communication Arts and Sciences
New York University

Abstract—The article traces the history of teacher preparation within New York State from its earliest beginnings until present day. Descriptions of the current teacher preparation programs in New York State are provided as are anticipated future trends and directions.

Formal teacher preparation in the area of the hearing impaired individual in New York State is about as old as formal education of hearing impaired children in the United States itself. The original efforts in this area were of an apprenticeship nature and were associated with, then, existing educational programs for the hearing impaired. It was not until 1906, however, that the first systematically organized program of teacher preparation in New York State was established and that was at the Lexington School for the Deaf in New York City. Shortly after the program at the Lexington School for the Deaf began, a second one was established at the St. Mary's School for the Deaf in Buffalo in 1914. It, too followed a school based in-service model of teacher preparation. Although the Lexington School for the Deaf teacher preparation program maintained informal relationships with several universities/colleges throughout its history, it was not until 1934, that it formally affiliated with Teachers College, Columbia University for degreed graduate level teacher preparation. There also existed an affiliation with Hunter College in New York City for undergraduate preparation. At the time of their affiliation, both programs were approved for certification by New York State and the Conferences of Executives of American Schools for the Deaf (CEASED).

Although a formal affiliation existed with Teachers College, the program was still housed at the Lexington School for the Deaf and staffed primarily by personnel from that school. It was not until approximately 1964 that the program became fully university based at Teachers College.

As for the undergraduate program at Hunter College, the records are unclear. There are indications, however, that the program originally was not a degree granting one, but rather a course of study leading toward certification. Actual degrees in deaf education were granted much later and, more recently, the Hunter program moved from an undergraduate sequence of study to a graduate one.

As for the program at St. Mary's School for the Deaf, it had its beginnings, as noted previously, in 1914 when it was established as a school based in-service training program. In 1937, the program affiliated with the University of Buffalo and it continued with that affiliation until 1963, at which time the University of Buffalo changed from a private institution to a public one by joining the New York State University system. Subsequently, the program at St. Mary's transferred its affiliation to Canisius College, which currently takes full organizational responsibility for its operation.

A third program dating back to 1962 was begun at New York University. The historical roots of the New York University program like those of Hunter College are also unclear. There is the suggestion though that a non-degree course of study existed before that time.

From these early beginnings until fairly recently, no other teacher preparation programs were established in New York State. This changed, however, in 1967 when the State University of New York-Geneseo was established. As with all of the more recently established teacher preparation programs in New York State, the program at Geneseo was begun in response to certain modern educational needs and/or trends. In this particular case, the program was begun as a result of federal funding in response to the rubella epidemic. Over the years, however, the faculty positions within the SUNY-Geneseo program became part of the State payroll and thus, the program has become firmly established. It should be noted that the program at SUNY-Geneseo is the only teacher preparation associated with a state institution of higher learning within New York State.

As for other relatively new teacher preparation programs, each, too, was established in response to some perceived educational need or trend. For example, the program at Adelphi University in New York City, founded in 1975, was established to develop specialists in hearing impairment whose focus was a combination of speech pathology and audiology and elementary education, while the program at the University of Rochester's Graduate School of Education and Human Development and the Rochester Institute of Technology in conjunction with the National Technical Institute for the Deaf (NTID) (established in 1980) was designed to focus on preparing educational specialists at the secondary level. Also established in 1980, the program at Marymount Manhattan College in New York City sought to provide a mechanism whereby undergraduates might obtain state certification as a teacher of the hearing impaired at the undergraduate level. Finally, the most recently established program, Syracuse University (established in 1981), was developed to prepare teachers to work specifically in mainstream settings.

FUTURE

Currently, each program preparing teachers for the hearing impaired follows, for the most part, a fairly traditional program of preparation. Each, however, recognizes not only the need to keep abreast of current trends but also to be formative of them. As a results, the following are some of the directions, it is felt, that teacher preparation is headed:

1) A movement toward extended, more comprehensive programming with graduate preparation requirements commensurate with that of other professions. Such a direction will require that most programs of preparation be expanded to at least a two year sequence of study. By moving in such a direction, we will insure that the individual hearing impaired learner, and all those associated with him or her will be provided with the most highly qualified educator who will be able to meet the rigorous demands of serving as an expert on a Committee on the Handicapped (COH) (or any other such decision/policy making group) and/or as an individual providing direct services.

2) A movement toward course content which emphasizes and/or makes use of interactive information processing accounts of learning and the structure of knowledge. Such an approach

stresses a) cognition, b) the rule govern nature of behavior, c) the organizational nature of knowledge, and d) the procedural aspects of learning, memory and comprehension/production. To accomplish this, greater emphasis must be placed upon:

a) sensory processing (auditory, visual, tactual)
b) models of communication and linguistics (syntax and semantics)
c) pragmatics
d) text organization
e) the conceptual structure and organization of various subject domains
f) encoding and retrieval mechanisms
g) meta processes
h) internal and external mediating experiences, and
i) the relationship between cognition, cognitive styles, and the affective domain.

3) Commensurate with and in addition to point #2, greater emphasis will need to be placed upon understanding the nature of instructional design and manner in which various designs can and should be matched with differing learning situations and learner characteristics. This, in part, will necessitate knowledge and skills in using appropriate evaluation among each of the following factors:
   a) learner characteristics
   b) the nature of the material to be learned
   c) task demands
   d) response demands, and
   e) teacher variables such as questioning techniques, etc.

4) A continued emphasis on preparing individuals to meet not only the demands of teaching the traditionally defined deaf child in self-contained classrooms, but also a movement toward meeting the needs of other members of this truly heterogeneous population, such as:
   a) the audiometric and functionally hard of hearing child which will necessitate increased emphasis on understanding the nature of speech perception and production and the subtle effects that a mild or moderate loss has on functional behavior
   b) the urban/minority and/or the bilingual/bicultural child
   c) children from rural areas
   d) mainstreamed hearing impaired children or those in regional day programs, necessitating a greater understanding of the services provided by itinerant teachers, using a consultation model of service delivery.
   e) the multiply handicapped hearing impaired child

   It is clear that recent legislation and legal mandates have given rise to a shift in service delivery systems for hearing impaired students from self contained classroom and residential schools for the deaf to day and more mainstreamed settings. This has placed greater demand on both the field in general and public school systems in particular necessitating a shift in teacher preparation in order to meet these demands.

5) Greater emphasis needs to be placed upon recent advances in medicine, technology and computers, since advances in these areas are expanding at an astronomically rapid pace and are becoming rapidly intertwined. In certain areas (such as the extensive computer networking of various special education facilities each of which have as one of their foci the use of technology in learning situations), New York State is in the vanguard. It should be pointed out, however, that while this represents the state of the art with regard to the use of technology, it is still limited to a relatively small number of individuals and programs. Such notions need to be systematically included in the preparation of *all* educators of the hearing impaired. Areas which may be addressed are:
   a) the various adminstrative uses of technology such as record keeping, scheduling, and the generation and updating of IEP's,
   b) the availability, use, and development of online instructional and tutorial software programs and curricula, particularly in the areas of mathematics and science,
   c) telecommunications between hearing impaired individuals themselves, and between and within various school and university based personnel, via such networking systems as *SpecialNet* and *DeafNet*.
   d) medial advances which merge technology with biological and psysiological research, resulting in, in some instances, the once fanciful notion of bionics. The most notable of these advances are cochlear implants and the identification and appropriate amplification of ultra-audiometric hearing.

   Educators will need to be knowledgeable in the design and function of this technology so that appropriate classroom and educational management can be effected.

SUMMARY

Collectively, the New York State teacher prepartion programs have sought to prepare the most qualified professionals as possible who could work with a myriad of hearing impaired individuals in various education settings. To do so, they have had to be sensitive to local, state and national needs and concerns. As a result, these programs have had to be reactive in nature. Their efforts, however, have not been solely reactive. Rather, they have been proactive as well. Each program is committeed to a process of constant self and peer review to insure and maintain a far reaching perspective on the education of hearing impaired individuals.

Mental Health: Psychiatric and Psychological Viewpoints

John D. Rainer, M.D.
Professor of Clinical Psychiatry
College of Physicians & Surgeons
Columbia University

New York State Psychiatric Institute
722 West 168 Street
New York, N.Y. 10032

Abstract—Mental health services for the deaf in New York began 30 years ago with a research and demonstration project at the New York State Psychiatric Institute. Since then both inpatient and outpatient units have served deaf adolescents and adults, while consultation and pilot therapeutic programs have been instituted at schools for the deaf. Other provisions such as the Lexington Center for Mental Health Services were developed which increased further the facilities available in the area. Concepts of psychological growth and areas of emotional difficulty have changed over the years and are still changing with new observational data on early development in the family setting and on multi-handicapped persons.

Thirty years ago, two psychiatrists and a psychologist collaborated to start a mental health project for the deaf in New York State—Dr. Franz J. Kallmann and myself, together with Dr. Edna S. Levine. Dr. Levine had a wide background in psychological research and diagnosis with deaf persons, Dr. Kallmann was a noted psychiatrist, geneticist, and researcher, and I was a young psychiatrist just out of his residency. The program was operated under the New York State Department of Mental Hygiene and initially was also supported by a Research and Demonstration Grant from the office of Vocational Rehabilitation, U.S. Department of Health, Education and Welfare, where Dr. Boyce R. Williams was consultant for the deaf and hard of hearing.

Before the organization of this project, it had long been known to rehabilitation specialists, family counselors, and guidance workers that early deafness created unique adjustment problems and posed a special challenge with respect to psychiatric help. Because of formidable road blocks in communicating with the deaf and a general lack of knowledge about the type and severity of their problems, few if any psychiatric diagnostic and treatment facilities existed for this large group.

Since then, major progress has taken place in research, service, and awareness relating to the mental health of deaf persons. Our project has developed along many lines, other programs have taken root, and it may be said that in many, but by no means all, parts of the country deaf persons today have access to specialized services when in need of psychiatric or psychological assistance. Ideas about psychological development, emotional problems, and psychiatric illness in deaf persons, including my own ideas, have evolved and changed with experience and observational research, and much more needs to be done. What follows is a look back at how our program has evolved, its ramifications into the New York State community, and some results of its investigations, supplemented by important data from other clinical and research teams in the State. Emphasis will be on past, present, and future benefit to deaf children of all ages.

NEW YORK STATE MENTAL HEALTH PROJECT FOR THE DEAF

As our project began, our first job was to find out about the deaf population of New York State, its size, its family structure and its relation to the economic and social life of the community. We needed also to find out about psychiatric illness among the deaf including conditions treatable in the clinic and those requiring hospitalization. Finally, we needed to find out what could be done to treat those deaf persons who needed psychiatric therapy and to provide them with at least the same quality of psychiatric care as was available to the hearing community. These were the research goals of our program.

Our second job was a clinical one, to establish an outpatient clinic for the psychiatric treatment of deaf persons and to survey the psychiatric hospitals throughout the state, to determine the number of deaf persons being treated there, whether they were properly diagnosed, and what kind of attention and care they were getting.

Our third job, which only materialized somewhat later in the course of our program, was to extend our care into the community by working with families and to provide consultation services to schools for the deaf in the New York City Metropolitan area. The aim in the last category was to establish a graded approach to the management of emotional problems in deaf children and adolescents. We suggested that those who could remain in their regular classrooms needed some consultative attention from psychiatrists and from school psychologits so that the teachers could better cater to their particular needs. Others who required special classes but could still be contained within their schools would have the benefit of teachers specially trained in the emotional problems of those children and able to give those problems first priority. Finally, those who because of their behavior were unable to remain in school would have the benefit of a specialized hospital or inpatient treatment center where they could be treated and then returned to school.

Let it be said that the first of these aims has been achieved through consultation by members of our unit with schools for the deaf in the Metropolitan New York area. The second has been a function of the schools who have progressively provided special programs for students for whom behavior and emotional problems take priority. The third tier of this three tiered approach has not yet been achieved in New York State to any appreciable extent and we still hope that there will be specialized treatment units for hospitalization of deaf children and adolescents who need such temporary care.

Regarding our first task, namely the research aspect of finding out about the number of deaf persons in New York State, the nature of their psychiatric illness when it existed, and the availability of psychiatric treatment, we were present when there was no census of deaf persons in New York State, when psychiatric illness among deaf persons was not addressed by any specialized inpatient or out-patient services and when there was very little done or written about methods of treatment. All these areas needed to be explored and developed. The years have shown an increase in public awareness of deafness, and our mental health unit cannot take all the credit for such increase in interest, occupational opportunities, and increased communication with deaf persons in society, widespread learning of sign language and so on. The credit for these must also go to organizations of deaf people, to public media, and to legislative sub-committees in Albany. Nevertheless, the mental health unit by emphasizing communication, not only language but communication of ideas and communication of knowledge about deaf people, has done its part to foster the new image of deaf persons that has evolved over the thirty years of its existence.

When it comes to psychiatric illness and emotional difficulties, our work evolved from describing what we saw to trying to understand its causes. One of our major tasks at the outset was a survey of deaf patients in New York State mental hospitals. This survey found many patients in the hospitals who had been there for many years, poorly diagnosed and without any attention or communication. It resulted in the establishment of our special deafness unit at Rockland Psychiatric Center which has become an important resource in the state and a model for other states and other nations.

PSYCHIATRIC CONSULTATION IN THE SCHOOL

For the remainder of this paper, I would like to turn to and emphasize the development of the mental health program for deaf children and adolescents. In the early years of the program, a series of regular visits to one of the area's schools for the deaf was undertaken and each year approximately 20 students have been seen for individual evaluation and plans for therapy, modification of goals, or environmental promotion of more healthy development. These plans are made and discussed with teachers and other staff members. The need for educating both parents and cottage parents has been clearly indicated. A program has been developed consisting of three parts:

A) Individual consultation and treatment for those students posing problems of management or achievement, or reacting to family difficulties, personal frustrations or neurotic or psychotic ills. Diagnosis, planning, and treatment of these cases involves teachers and cottage staff and so affords them increasing knowledge gained first hand in the principles of mental health and normal development and in their application;

B) Direct work with adolescent groups to enhance their abilities to observe themselves and others, to give them a framework in which to define the impact of their own behavior on others, to deepen conceptual grasp and a sense of mutual interest and responsibility, and to provide the facts, a forum, and a grasp of reasons that underlie rules and roles of sexual and family behavior; and

C) Work with parents of students, both deaf and hearing, and including parents of the younger children and those of almost full grown adolescents.

In the area of school consultations, weekly individual conferences on problem children are held with a teacher, psychiatrist and members of the school's mental health team (school psychologist and social worker). Teachers are encouraged to outline the child's behavior and to review that behavior about which they had some concern. Similar discussions have been held with the entire cottage parent staff.

The most common problems among school children comprise the so called primary behavior disorders of childhood and adjustment reactions of adolescents. The behavior is comparable to that seen among similar hearing cases: hyperactivity, disciplinary problems, or regression in younger children; stealing, truancy or academic failure, sexual misbehavior or aggression among the older group. The second most common difficulty includes pupils where organic brain damage is found to be involved in some apparently abnormal behavior. Not infrequently their deafness has its origin in maternal rubella. Other difficulties include frank neurotic problems, occasional cases of schizophrenia, and situations where erratic behavior is secondary to unrecognized presence of below average intelligence.

Through counseling, the intervention of the mental health team and the cooperative endeavors of teachers and dormitory staff, most students have been able to remain in school. Other resources in the community and elsewhere have developed over the course of our project including group residence homes for adolescents and facilities for treatment of alcohol and drug addiction.

GROUP PROGRAMS

A group program was undertaken at one of the schools in which adolescents who attended classes together met and various topics were discussed, largely relating to motivation for education in school, preparation of work, personal and community responsibility, family living, problems of sex and courtship. During some of these sessions, video tape recordings were used to explore some typical problems, so that students might observe inappropriate behavior in themselves and others, thus heightening awareness, providing insights, and enhancing interpretation of behavior.

Another modality of mental health service was the establishment of parents' groups. The parents of the younger children were particularly enthusiastic about the meetings where they could discuss opinions and personals problems. Parents of older children however tended to deny problems, because of disappointment with their children and exalted expectations, and expressed mostly demands for the school to assume a greater share of the upbringing of their children, thus displacing their own responsibility.

PSYCHOLOGICAL AND BEHAVIORAL CHARACTERISTICS

On the basis of the various avenues of experience thus far described, as well as through the research and experience of others, there has been a developing conception of the particular psychological difficulties that deaf children might have. The pendulm has swung from the conception, obviously false, that all deaf children are psychologically handicapped, to the equally exaggerated conception that deaf children have no psychological difficulties at all. Studies have been undertaken of deaf infants and the interaction of these deaf infants with their parents, particularly their mother. These studies should eventually yield important information on the early development of the feelings, affects, and ego of the deaf child. But fact is that there is no *average* deaf child. There are deaf children with parents who have gone out of their way to establish early communication with the children by sign, by gesture, by facial expression, in every way possible. There are parents who are deaf and parents who are hearing. There are children with organic impairments and children with pure hereditary deafness with no other organic impairment, and in each case the pscyhological development may be different. Problems arose over the years when generalizations were made which turned out to be applicable only to one sub-group of deaf children. In addition of course, the social milieu of the child, the economic status of the parents, the presence or absence of family unity, the type of friends and acquaintances and neighborhood, and the relative role of residential and day school placement—all these have been found to play a part in the psychological development of the deaf youngster.

Early in our own program, we tended to characterize deaf persons as showing a relative lack of empathy, a lack of insight into the impact of one's behavior on others, an impulsivity and a tendency to express feelings in motor action. We described some stereotypes in conscience and social behavior. At that time we asked whether these observed characteristics are secondary to the lack of auditory input and verbal language, or perhaps more to the particular form of fear-bound and guilt-bound isolation of the mother from her deaf child; in other words, whether these characteristics are related to possible ego defects, or whether they are due to deprivation of verbal language, to deprivation of mothering, or somehow to a combination of both. Stern, in presentation entitled the Role Audition in the Development of Affect, reiterated that almost every author who had studied the deaf infant and child has remarked on the likelihood of their showing shallowness and poor modulation of affect. Stern felt that auditory perception is a crucial event for the appropriate development of affective expression and perception in a interpersonal context. He felt audition was important because of the nature of human sound from the earliest days of life, well before the symbolic functions of speech became relevant. His studies of the close examination of maternal speech to infants from the first days of life through the ninth month indicated that the timing, rhythmic, and intonational feature of maternal speech showed changes and that this "music" influenced and modulated the infant's state of excitation and regulated his fluctuating affect. He felt that without the modulating effect of sound the deaf infant might not have the same experience in having his affective world organized and patterned.

Contrary to this opinion, Galenson and her colleagues (1979), in a study of the interaction of deaf infants and their parents, seemed to find that the child's difficulties were related to lack of affective communication between parent and child rather than the deprivation of sound as such. That study aroused a good deal of controversy because it seemed to indicate that deaf mothers did worst with their children in this respect. Other studies seemed to indicate that deaf children of deaf parents obtained greater control of impulse than deaf children of hearing parents and that the younger they were exposed to manual communication the less impulsive they were (Robert Harris, 1978). These seemingly contradictory observations could be explained by the fact that most deaf parents themselves had parents who were hearing, since only about 10% of deaf individuals have both parents deaf. If the hearing grandparents therefore, because of their fear and guilt, did not establish early affective communication with their deaf children, these deaf children, when they grew up to become parents themselves might have carried some of the characteristics relating to empathy and impulsivity. My own feeling has always been that these character traits, if such they are, are related to early parenting and not to the condition of being deaf. A recent program for young deaf infants and their mothers has recently been established at the New York Foundling Hospital and one awaits the effect of such programs upon the more healthy affective development of the deaf child.

Another dimension to the growing tendency to distinguish between different types of deaf children and their psychological problems has been furnished by Stella Chess and Paulina Fernandez (1980), in their study of children whose deafness is a result of maternal rubella. Commenting on the general impression that deafness confers behavioral characteristics upon children, such as impulsivity, hyperactive, rigidity and suspiciousness, as well as the desire for immediate gratification, motor restlessness, impulsivity, doubt, rigidity and obstinancy, they found that the prevalence of impulsivity was limited only to the deaf multihandicapped. They felt the time has come to abandon the concept of any specific constellation of behavior symptoms attributable a deafness *per se*. While many social and academic conditions are stressful for deaf children, these investigators felt that such stress may be resolved constructively. They felt that deaf children with other handicaps were likely to develop behavior symptoms often because of neurological dysfunction. The deaf multihandicapped group showed inadequate social awareness and incapacity for self control. The authors concluded that the concept of a deafness personality is unfounded and that deaf populations should not be treated as homogenous groups without consideration of the effect of other coexisting handicaps.

MENTAL HEALTH AND THE RESIDENTIAL SETTING

Finally, decisions regarding education of the deaf child in residential or day-school settings may play an important part in their mental health and psychological adjustment. A time-worn reason for placement of students in residential schools is based on tradition. This is particularly true for deaf children of deaf parents who themselves attended such a school in their own childhood. A second reason is the now outworn concept of segregation, in which bewildered parents of deaf infants were told that their child would be better off in an institutional setting. One of the principal reasons for the establishment of residential schools in earlier times was that of geography. It was not considered feasible to set up classes for the deaf throughout rural parts of the various states in the Union. Today, with more adequate means of transportation and some decentralization of cities, this becomes less of a limiting factor. Among other criteria are the home situations: while it is considered a truism that home is the best place for a child to grow up, there are many kinds of homes, and the emotional impact of a broken home or a home in which there are overt or more subtle forms of child abuse may make it an undesirable place for a child to live. Ideally, the decision for residential placement vs. day school placement should be made on the needs and characteristics of the individual child. There are many students in residential placement who are unhappy and not receiving the benefits that such placement may offer and there are many students who go home every afternoon who would benefit much more from a good full-time residential program with its after-school activities. The characteristics of the children that need to be considered include not only their intelligence and educatability, but their behavior and maturity, emotional status, and the presence or absence of other children near home to whom they can relate. The residential school together with the after school program, for those students who may most benefit by it, may be thought of as a total environment designed to foster not only the educational but the emotional and social needs of the deaf student. For those students, weekends at home are important both for the positive benefits achieved and for the negative results of neglect or actual abuse at home. The school's mental health team, together with cottage parents, athletic coaches and other counselors can play an important role in the residential setting, along with the active cooperation of the child's parents.

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REMEMBER

Conference at
the Concord.

October 24-27, 1985

Professional News

Dr. Lee Ann Truesdell (805)
Assistant Professor
Special Education Program
Department of Educational & Community Programs
School of Education
Queens College
of The City University of New York
Flushing, New York 11367

The Greater Queens Chapter #1002 presents its *Outstanding Special Educator* Award on May 22, 1985 at its Fourth Annual Awards Ceremony at the Samuel Field Y M H A in Little Neck, NY. The award for excellence in teaching is given each year for achievement in innovative curriculum development, creativity, individualizing instruction, facilitating communications, academic therapy, and master teaching.

A Public Television Teleconference sponsored by the NY State Education Department will be held on April 2, 1985 from 2:00-3:00 P.M. The title of this broadcast is *The Handicapped: School to Work.* Viewers are invited to call in questions by dialing (518) 473-5941.

An exhibit of paintings by William Britt opened on March 4, 1985 at the Gallery, Academic Arts Building, Westchester Community College with a reception and tribute to Jean Kennedy Smith for her development of the Very Special Arts Festival. Mr. Britt, a retarded adult who attended the Margaret Chapman School in Hawthorne, NY, has been a participant in many V.S.A.F. activities and exhibitions. Mr. Britt has attended classes at Westchester Community College. In May, 1985, Mr. Britt will present a large circular canvas of the Nelson D. Rockerfellow Empire State Plaza to Mrs. Cuomo as an acknowledgement to New York State by the N.Y.S.C.A.H. for its care of the handicapped.

Dr. Jed Luchow and Dr. Thomas Crowl of Chapter #498, College of Staten Island, CUNY, presented a workshop for the Kansas Regional Division for Learning Disabilities on March 1, 1985. They presented findings from their research in learned helplessness and self monitoring activities in academic and behavioral areas for learning disabled and learning disabled-emotionally disturbed children. The workshop was attended by 120 teachers, administrators, and college faculty throughout the state.

Pamela Boyle, Director for Planned Parenthood for New York City presented a dynamic discussion of *Sexuality and Socialization Needs of the Disabled* on March 13, 1985 at Queens College. This meeting was sponsored by the Greater Queens and Queens College Chapters of CEC. The meeting was attended by over a hundred special educators. Ms. Boyle gave specific ideas and strategies for teachers and care workers to use with their students.

Buffalo Region News

Thomas Assenza (402)

Jean McCracken, Chapter 402 Secretary and Teacher-in-Charge of the Occupational Training Center (Buffalo Public Schools), has proudly announced that one of their students, Louis DiPasquale was recently named one of fourteen winners nationwide to receive an award through the Foundation for Exceptional Children. The annual "Yes I Can" Program awards are presented, from thousands of nominees, to those students who excel in one of seven categories. Mr. DiPasquale's award, to be presented on April 19th in Anaheim California during the CEC National Convention, is in the Employment category. His involvement in the School-to-Work Employment Program at OTC through the Job Training and Partnership Act enabled this award to be possible. Louis' employer, Accurate Manufacturing Products, Ltd. of Buffalo, New York describes him as a "Loyal, Honored Employee." The company is interested in employing Louis, upon his graduation from OTC. In addition to his activities in school and work, Louis has been a Student Government officer and representative to the North District Student Council.

Since travel funds are not provided, many concerned individuals and groups have combined their efforts to provide Louis with a "travel scholarship" so that he may personally receive this honor. Our sincere congratulatons and best wishes go out to Louis DiPasquale for this fine distinction. Much appreciation is also extended to the following OTC staff for their efforts on Louis' behalf:

Lauren W. Watson, Principal
Jean McCracken, Teacher-in-Charge
Paul Bankoske, Career/Placement Counselor
Thomas Alabiso, Community Liaison

2. Chapter 402 (Greater Niagara Frontier)—As of December 31, 1984, 88 members are registered, an increase of 7 from last quarter.
3. The Chapter's first Newsletter for '84-'85 presented a recruitment questionnaire for more active participation by members. Positive responses have been received and those members will be contacted to assist with Chapter activities. A second Newsletter is in process. Spring '85 functions are also being planned.

Student Chapter 117 (State University College/Buffalo)

Chapter functions being planned include:
- Exceptional Experience Week
- College Camp-Out for Adult Disabled
- Spring Social
- CEC T-Shirt Sales (on-going)
- Workshop Series (Guest Speakers)
  on a variety of topics such as Adult Handicapped Living in Hostels, Mentorship, etc.

Student Chapter 483 (D'Youville College)

Students sponsored a Dance Marathon during February to benefit Children's Hospital. They reportedly raised approximately $1000 for this cause.

State Federation Elections

All nominated candidates for State CEC office were asked to please provide the following information a) a photograph; b) your current position; c) your service record in CEC (include any work at the local chapter, state federation or national level); and d) a 100 word statement regarding what you have to offer the office you seek.

To vote, please use the ballot on pages 25-26 of *The Forum.*

Vice President

Thomas P. Assenza (402)

Current Position—Supervisor, Instructional Support Services, Erie-Cattaraugus BOCES #2, Eden, New York.

CEC Participation—Vice President, Chapter 402, (Greater Niagara Frontier), 1982-Present; Buffalo Regional Representative; NY Federation Executive Board, 1983-Present. Has actively participated in conference planning for the 1983 Western New York Regional and the 1984 State Consortium Conventions for CEC.

Candidate's Statement—I was extremely pleased to learn of my nomination for NYSCEC Vice-President. It is a position which, because of its progressive status, indeed requires a long-term commitment of service. If elected as Vice-President, I will provide that commitment with determined energy and effort to the benefit of our organization and all exceptional individuals.

Since present and past officers have facilitated major growth in the services offered to members within New York State, it will be important to maintain that momentum and further build upon their foundation. A necessary aspect of this process will be to evaluate our current activities in the areas of program/service offerings, membership recruitment, legislation and interrelationships of student and professional chapters. This will enable us to determine whether alternative strategies are indicated and the most efficient means for their incorporation. I am confident that I can provide the appropriate guidance to positively affect these processes. I respectfully request your support for my candidacy.

Lyle C. Lehman (19)

Current Position—Coordinator, Resource Center for the Blind located at the N.Y.S. School for the Blind.

CEC Participation—Member for 25 years from 1958 to the present

Active in CEC in Colorado, Ohio and New York

Guest Editor *Forum* Spring 1984 issue

Advisor, New York State Student CEC Chapter—2 years.

Advisor, Geneseo State College Student Chapter 1974-76

As Department Chairperson co-hosted two-day spring conference planned by Geneseo State Student CEC Chapter 1974-1984.

Advisor to Ohio University Student CEC Chapter for three years.

Arrangements Committee NYS CEC Convention for one year.

Received outstanding teacher award from Student CEC Chapter Ohio University.

Received award for development of Special Education Program at Ohio University from Student CEC Chapter.

Award "Lyle Lehman Distinguished Service Award" to be given annual to a person or organization contributing to program services for the handicapped was established in 1974 by southeastern Ohio Chapter of CEC.

Candidate's Statement—I have 25 years in the field of special education as both a professional and volunteer. My special education experiences include classroom teaching and administration in the public schools and program development, administration and teaching in a teacher preparation program. I have served on Boards providing services to the handicapped such as: Local and State ARC, Mental Health, Sheltered Workshop, AAMD, Council for the Disabled, Volunteer and Advocacy. I would be pleased to have the opportunity to utilize my teaching, administrative, and community service experience to participate in the leadership of the New York State Federation of CEC.

Governor

Judith A. Bondurant, Ed.D. (402)

Current Position—Associate Professor and Coordinator of the Learning and Behavioral Disorders Program, Exceptional Children Education Department at State University College at Buffalo.

CEC Participation—Presently serving as Federation Past President; Preceded by the Federation positions of President, 1983-84; President-Elect, 1983; Vice-President, 1982-83; Treasurer, 1980-82; Editoral Advisory Board of the FORUM; Coordinator of State Conventions 1981 and 1983; Treasurer of Local Chapter 402, 1978-80; Faculty Advisor, SCEC Chapter 117, 1978-80.

Statement— I am a candidate for Governor because I believe I am well qualified to represent New York State CEC through my thirteen years of experience. I have served as an officer at both the local and state levels; I have planned and participated in conventions at the local, state, and national levels; I have been involved with Student CEC; and through serving in Federation offices, I have with the people at the national level. Given the opportunity, I look forward to serving New York State in this new capacity.

Bernie Kosberg (615)

Current Positions—Associate Executive Director, Andrus Children's Home, Yonkers, New York 10701.

CEC Participation—Active member of CEC since 1970. President, Westchester Chapter (615), 1979-1981.

Regional Associate, N.Y.S. Federation, 1982-1983.

CEC Program Chairperson, Consortium Conventions, 1980, 1981, 1984. Participant and Presenter, State Federation Conferences and International Conventions, 1976-1985.

Contributor of Articles, Columnist and Assistant Editor, *The Forum*, 1982-1985.

Candidate's Statement—I would appreciate the opportunity to represent the N.Y.S. Federation as its Governing Board Representative during this critical era of national uncertainty towards the goal of helping others in need.

Motivated by a desire to work toward a more effective and membership responsive International CEC, I offer my energy, dedication, and longstanding commitment to our children, their parents, and the members of this human service profession.

I believe that if elected, I can make a difference at the International CEC level and will continue to work vigorously for expanded and improved services for exceptional children.

Candidacy for Regional Representative

New York Region II

Edward E. Blutstein (805)

Current Position—Program Developer, Vocational/Special Education, Educator and Facilitator, Industrial Arts Education/Technology Education Program Coordinator, United Cerebral Palsy of New York City, Inc. Manhattan Rehabilitation Center.

CEC Participation—Incumbent Region III Regional Representative (Queens, New York, — Brooklyn, New York), Co-founder of the New York State CEC Division of Career Development, Member: Queens College Chapter #805 since 1976, Participant at State and National CEC Conventions.

Candidate's Statement—The strength of any association lies in its membership. I will continue my efforts to increase membership and provide expanded services.

The local chapters are the "grass roots" organization of the New York State C.E.C. Federation. They serve to promote professional growth, provide a forum for mutual concerns and develop leadership. New York State is presently leading in its efforts to institute far reaching changes to insure necessary and appropriate services being given to exceptional students. An active chapter provides the surest means of understanding those changes, but, more importantly, provides the essential feedback to guarantee that these changes are truly for the benefit of the exceptional students served.

It is also very important for a Chapter to have goals towards which it can work to benefit its members. I intend to work with the Chapters to see that all of their goals are met. I firmly believe that strengthening and revitalizing the profession's image would do much to enhance its efforts toward achieving its goals. A cooperative and supportive attitude would also be of considerable assistance.

(Syracuse Area)
Iris K. Fensom (0248)

Current Position—Special Education Teacher, Jamesville-DeWitt High School, DeWitt, New York 13214, 315-445-8340.

CEC Participation—I first joined the CEC in the mid 1960's when I was teaching emotionally disturbed adolescents in New Jersey. I have attended and enjoyed several regional conventions. I have also attended many national conventions, including those recently held in Houston, Detriot, and Washington, D.C., and I will be at the upcoming gathering in Anaheim, California, in April. I find these conventions vital for keeping abreast of new legislation, research, programs, and materials. Unfortunately, I have not had the opportunity to be involved in a local chapter, since I have never resided in an area with an active local chapter.

Candidate's Statement—I believe what I have to offer the office of regional representative is experience, enthusiasm, and a belief that a local chapter can have a positive impact on area special ed personnel. I have been a special education teacher for the better part of twenty years and have made an effort to remain informed by reading CEC (and other) journals, attending conventions, and taking courses. As a culmination of recent course work, I have within the year completed a CAS program in Education Administration. The fact that my husband is a doctoral candidate in Special Education Administration and my daughter is a teacher of severely and profoundly impaired youngsters also serves to increase my awareness of current practices in the field.

Most importantly, I believe that teachers of handicapped children and young adults need and deserve support from one another. I would like to be one of the people who helps to foster such support.

Call For Award Nominations

The New York State Council for Exceptional Children Awards Committee is interested in receiving recommendations for recipients of the following special awards:

New York State Council for Exceptional Children Service Award—Candidates for the Service Award shall have demonstrated a long term committment toward furthering the work of the New York CEC. Their contributions to the organization shall have been of such a nature as have distinguished them from others in the organization.

Friend of Special Education—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

Legislator of the Year—Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

Outstanding Retiree—Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1984-85 school year.

One award will be presented in each category. Awards will be presented at the State Convention being held October 25-27, 1985 at the Concord Hotel in the Catskills. Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her being nominated. Name, address, and telephone number of the person making the nomination should also be included. Nominations should be detailed enough to give a clear description of the candidate.

Mail all nominations to:
Sally Quinby
Past-President, New York Federation
2679 Blakely Road
South Wales, NY 14139

Nominations must be postmarked no later than September 15, 1985.

REMEMBER

Conference at
the Concord.

October 24-27, 1985

NEW YORK STATE FEDERATION OF CHAPTERS OF

THE COUNCIL FOR EXCEPTIONAL CHILDREN

OFFICIAL BALLOT 1985

Detailed information regarding each candidate is printed in this issue of the *FORUM.*

DIRECTIONS:

1. Mark an X in the box of the candidate of your choice.
2. All members may vote for Vice-President and Governor.
3. Members may vote only for the Regional Representative for the region in which they reside.
4. Ballots are to be returned within fifteen (15) days of receipt to:

Lois Smith
53 Heitz Place
Hickville, NY 11801

Detailed information regarding each candidate is printed in this issue of the Forum.

VICE PRESIDENT *(All members vote for one)*

1. Thomas Assenza .... ☐
2. Lyle Lehman .... ☐
3. Other .... ☐

(Write name in.)

GOVERNOR *(All members vote for one)*

1. Judith Bondurant .... ☐
2. Alfred Hirshoren .... ☐
3. Bernie Kosberg .... ☐
4. Others .... ☐

REGIONAL REPRESENTATIVES *(Vote only for your Region)*

New York Region II

1. Edward Blutstein .... ☐
2. Other .... ☐

(Write name in.)

Syracuse Region

1. Iris Fensom .... ☐
2. Other .... ☐

Postage
Required

Lois Smith
53 Heitz Place
Hickville, NY 11801

student scope

STUDENT SCOPE

Bridget M. Barr

New President Elected

The NYS-SCEC Board elected Patricia Holbrook as the new NYS-SCEC President for the 85/86 year. Patricia was elected during the Feb. 23rd board meeting at Geneseo College. The board is quite confident that Patricia will do an excellent job during her term.

SCED-CED Pairings

During the weekend of April 26-28, student chapters of CEC will be hosting regular CEC chapters to a social event throughout the state. The purpose of these gatherings is to acquaint students with CEC and a career in special education. We are all very excited and feel these events will benefit both student and professional.

Yours, Mine & Ours

The first issue of *Yours, Mine & Ours* was circulated at the beginning of March. We are happy to say all chapters received an issue and that our methods of communication are working.

Transition

Plans are now being made for new board transition at the end of May. We want the new board to be well aquainted with SCEC to ensure continued growth next year.

CHAPTER DOINGS

Geneseo State—Exceptional Experience Month was held in February. Activities included: Wheel Chair Basketball, Kids project, an Exceptional Variety Show, a Handicap Awareness Day and a Parent Panel. March 1-3 Geneseo sponsored a conference; "After School Special Education: Lifetime Activities."

Buffalo State—Volunteers camped with 25 clients from local group homes March 8-10 at Whispering Pines. Exceptional Experience Weekend is being planned for April 25-28. Events will include: an agency/human relations display day, a social event with local clients and morning and afternoon workshops on Saturday. Buffalo State CEC ended last semester with a bang. They sponsored a guest speaker on adaptive skiing and had a Christmas party with about 200 clients and volunteers.

D'Youville College—Under the leadership of Vice President, Sue Zalewski, students raised $1900.00 in a 24 hour dance-a-thon for a handicapped ward of a children's hospital in Buffalo.

Syracuse University—Many members are student teaching this semester. SU-SEC members came up with a super idea for learning and fun events. Two different students each month plan a guest speaker to join members for a dinner at a "new" restaurant.

Mount St. Mary—Some members are involved in the Newburgh Big Brother/Big Sister Program. Chapter members are also planning for Special Olympics at West Point Academy at the end of the semester.

New York University—Students sponsored a Job Opportunity Seminar last semester. They had a talk on Resume Writing/Interviewing Skills on Friday, March 8th.

Adelphi University—Donna Acocella has a new address: CEC, Education Office, Linen Hall Basement, Adelphi University, Garden City, NY 11530. 516-746-9538 Room 110. (Aldelphi is sponsoring speakers on Social Opinions and the Handicapped and Human Relations and the Physically Handicapped. Donna has suggested including different chapter presidents as regional representatives on an advisory board next year that would include at least half of the board meetings.)

College of Saint Rose—(The students have had one organizational meeting.) Michelle Ziemba has a new phone number: 518-489-4211.

Nazareth College—SCEC at Naz now has co-coordinators: Sue Chapin has joined Gloria Parker. Gloria's phone number is 716-385-9236.

Russell Sage College—The students are planning a Spring softball game and picnic with local adult clients.

In Memorium
Dr. Burton Blatt

Be It Resolved That

The members of the New York Federation Council for Exceptional Children are saddened at the death of Dr. Burton Blatt, a leader in the field of mental retardation, in deinstitutionalization, in special education, in educability, a gifted teacher, dean, story teller, devoted family man, a man who changed forever the world that we live in. At the time of his death, he was Dean of the School of Education at Syracuse University. Throughout his all too brief visit upon this Earth his contributions to mankind won the recognition of others. He was a confidant of Presidents, a friend, and father figure to his students, a prolific and gifted writer, whose book "Christmas in Purgatory" served as a catalyst for wholesale legislative and societal reform in the field of mental retardation and treatment of the handicapped. The New York Federation, Council for Exceptional Children has lost a true friend, but will remember with respect and appreciation his many contributions, and extend to his family our deepest sympathy.

the FORUM
582 Baldy Hall
SUNY/Buffalo
Amherst, N.Y. 14260

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the FORUM

EDITOR
Dr. Herbert L. Foster (402)
Professor, Dept. of Instruction
582 Baldy Hall
State Univ. of N.Y. at Buffalo
Amherst, New York 14260
(716) 636-2123
100 Sedgemoor Court
Williamsville, New York 14221
(716) 634-8463

ASSISTANT EDITOR
Ms. Patricia Skok (402)
Resource Room Teacher
Williamsvile Schools
Williamsville, New York 14221
(716) 689-7057

ASSISTANT EDITOR PROFESSIONAL NEWS
Dr. Lee Ann Truesdell (805)
240 Oak Street
Ridgewood, N.J. 07450
(201) 568-2927

ASSISTANT EDITOR-INTERN
Alice Kozen (402)
759 Brighten Road
Tonawanda, New York 14160
(716) 835-6849

MANAGING EDITOR
Deborah Swallow
Chicorelli (19)
18 Shepherd Ave.
Oneonta, N.Y. 13820
(607) 433-1554

ASSISTANT EDITOR LITERATURE REVIEW
George Singfield (71)
Director
Special Services Program
Samuel Field YM YWHA
58-20 Little Neck Blvd.
Little Neck, N.Y. 11362
(212) 225-6750

ASSISTANT EDITORS TEACHER/CLASSROOM CONCERNS
Bernie & Susan Kosberg (615)
The Orchard School
1156 North Broadway
Yonkers, New York 10701
(914) 965-8786

EDITORIAL ADVISORY BOARD

Dr. Joseph Andreacchi, Dr. Dianne E. Berkell, Dr. Judith Bondurant, Dr. Albert Budnick, Dr. Robert L. Carpenter, Dr. Henry V. Colella, Dr. Meyer Lieman, Dr. Barry Glick, Dr. Deborah C. May, Dr. Edwin Martin, Dr. Merrily Miller, Dr. Joel E. Mittler, Dr. Robert Smith, & Phyllis Susser.

Issues of *The Forum* are generally abstracted in *Resources in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

CEC membership applications can be secured from *Regional Representatives.*

State Student Officers .

Patricia Holbrook (19)
President
36 Court Street, F9
Geneseo, New York 14454

Jeanne Shannon (19)
Student Governor
61 Second Street
Geneseo, New York 14454

Patricia Lamica (19)
Treasurer
7967 Davis Road
Clay, New York 13041

Susan Lindamer (19)
Membership
36 Court Street, Apt F 9
Geneseo, New York 14454

Ginny L. Byron (19)
Publicity
66 North Street
Geneseo, New York 12065

Nancy Zumpano
Past President

Dr. Ida Jean Holman (19)
Advisor
Blake B. 203
Dept. of Special Education
SUC/Geneseo
Geneseo, N.Y. 14454
(716) 245-5393

Advisory Board

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Advisory Board—
Affiliated Representatives

Dr. Ida Jean Kolman (19)
NYS-SCEC Advisor
Dept. of Special Education
Blake B. 203
SUC/Geneseo
Geneseo, New York 14454
(716) 245-5393

Nathan Phillips (483)
Student Governor
505 Prospect Street
Room 1213
Buffalo, New York 14201
(716) 881-2300 Ext. 6814

Dr. Herbert L. Foster (402)
Editor, The Forum
100 Sedgemoor Court
Williamsville, N.Y. 14221
(716) 634-8463

Dr. Richard J. Lee, (402)
Historian
168 North Street
Buffalo, New York 14201

Dr. Ed. Welch (1029)
PAN Representative
ED 231
1400 Washington Ave.
Albany, New York 12226
(518) 457-4654

Gary Pogorzelski (248)
Case Representative-Acting
2901 Lemke Road
N. Tonawanda,
New York 14120

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EXECUTIVE COMMITTEE
1985-1986

Mrs. Bertha Perez (1002)
President
59-35 160 Street
Flushing, New York 11365
(718) 762-0579

Dr. Jed P. Luchow (498)
President-Elect
247 Engle Street
Tenafly, New Jersey 07670
(201) 568-2927

Thomas P. Assenza (402)
Vice President
40 E. Depew Avenue
Buffalo, New York 14214
(716) 838-1847

Deborah Swallow Chicorelli (19)
Treasurer
18 Shepherd Avenue
Oneonta, New York 13820
(607) 433-1554

Mrs. Marlene Wechsler (805)
Acting Secretary
657 Flanders Drive
No. Woodmere, New York 11581
(516) 791-2605

Mrs. Sally Quinby (402)
Past President
2679 Blakeley Road
South Wales, New York 14139
(716) 652-1528

Dr. Judith A. Bondurant (402)
Governing Board Representative
7810 Buffalo Road
East Aurora, New York 14052
(716) 655-0126

Patricia Holbrook (19)
Student President
36 Court Street
Geneseo, New York 14454

ADVISORY BOARD
(Regional Representatives)

Vacant *(Buffalo)*

Lori Carlson (19)
(Rochester)
50 Catherine Street, Apt. A
Lyons, New York 14489
(315) 946-3311

Mrs. Iris K. Fensom *(Syracuse)* (248)
114 Gorland Ave.
Syracuse, New York 13224
(315) 445-2693

Vacant *(N. Y. Region I)*

Larry Banco *(N. Y. Region II)* (742)
788 Columbus Ave., Apt. 14R
New York, New York, 10025
(212) 866-4449

Vacant *(N. Y. Region III)*

Joel Brodsky *(Long Island)* (71)
15 Maiden Lane
Jericho, New York 11753
(516) 433-9348

Sean O'Neill *(Albany)* (943)
Box 209-59
Altamont, New York 12009
(518) 355-3963

Mrs. Bertha Perez (1002)
Lecturer
Coordinator of Special Education
SUNY/College at Old Westbury
Box 210
Old Westbury, New York 11568

President's Message

It is with a great deal of pride and enthusiasm that I assume the office of President of the New York Federation of Chapters of the Council for Exceptional Children. We are the third largest federation in the whole organization of CEC! This is due in no small measure to each of the local chapters in our state working to provide members with relevant programming and opportunities for exchange with others in our endeavor of special education. Your federation officers are dedicated to the same goals on a state wide basis!

This year national CEC held a training workshop for all federation presidents and presidents-elect. It was a rigorous but very worthwhile experience. I plan to recreate this experience for all of the chapter president and presidents-elect at our Leadership Training Institute during the state conference at the Concord Hotel in the Catskills. Hopefully, many of you are planning to attend and we'll be able to engage in a mutually beneficial dialogue.

Ten years ago PL94-142 was passed and the field of special education was changed forever. Some of you were in the forefront of the real battle to win the right to education for the handicapped. For others it was a *fait accompli*—notwithstanding problems! National CEC is arranging a celebration in honor of the tenth year of PL94-142 in November. I urge each of the chapters to recognize this important event in the history of special education in your own way and let your federation officers know what you did. Our names and addresses are listed in *The Forum* so we can be accessible to *you.*

Good luck to all of you as your start a new school year. All the members of the federation also extend best wishes to our New York State chapter officers. Call upon us with your ideas, concerns and problems, we are most eager to serve you!

VIEWPOINT

Special Education Curriculum and Instructional Practice

Robert L. Carpenter, Ph.D., (004)
Assistant Professor
Division of Professional Education
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Most people I know in special education have either worked themselves into rather narrow niches of expertise and consequently lost contact with the broader field, or are so preoccupied with the nature and needs of the people they serve that a perspective beyond their own school, or even classroom, is a luxury. Retardation, advocacy, sensory impairments, IEP's, social language development. . .so many places to burrow and stay. And yet, because so many of us were, are, or will be teachers, there are broad elements of the field likely to interest most of us. Curriculum and instructional practice is, I believe such a core concern and thus the focus of this issue.

Something serendipitous often happens when we leave for a few minutes, our own parochial worlds of expertise. Sometimes we find ideas with immediate utility for our own everyday problems, or sometimes refreshing looks at old concerns, or sometimes reassurance that those other professionals aren't so very different after all. So I suggest this issue be used in two ways. First, read that article which is most relevant to you, and reflect with your colleagues or repond or the author(s). Second, read several of the articles outside your usual area and look for something utilitarian, refreshing or reassuring to take back to your niche.

The first three articles are categorized in focus, although Brown and Salisbury raise issues that transcend two categories. Both Bromley and Granito write from their respective content areas addressing special education curricula and practice. Finally, Bunch and Burns each reflect on the modification of materials and instruction to meet the needs of mildly handicapped learners.

State Federation Election Results

EXECUTIVE COMMITTEE

Vice President — Thomas P. Assenza

Governing Board Representative — Dr. Judith A. Bondurant

ADVISORY BOARD

(Regional Representatives)

Syracuse — Iris K. Fensom

Mrs. Marlene Wechsler has been appointed *Acting Secretary* due to Lois Smith's resignation.

Curricular Trends in Early Childhood Special Education and in Classrooms Serving Severely Handicapped Learners

Fredda Brown (4)
Christine Salisbury (248)
Division of Professional Education
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Abstract—Current practices in the fields of early childhood/special education and education of severely handicapped learners are presented and analyzed for their continuing relevance to classroom practice. Special educators in these fields share many common practices; yet, they also share a responsibility to continuously evaluate the content, rationale and methods of classroom practice.

Special educators working with young handicapped children and those working with severely handicapped students face many similar instructional issues and problems in their classrooms. Historically, both of these areas of special education have gone through similar "growing pains." In terms of availability and access to services, both have been considered "underserved" populations (DeWeerd, 1981; Turnbull & Turnbull, 1979). In terms of the development of an educational technology, both have been strongly influenced by research in the area of applied behavior analysis and ecological approaches to curriculum development. Consequently, many of the same philosophies and strategies are currently espoused as "best educational practice" for each of these populations. Although many of these principles have application to instruction of all students with special needs, this article will address trends and issues related to the education of young, handicapped children and severely handicapped children across the school span.

Common Philosophical Foundations

Focus on Normalizing Experiences

The principle of normalization (Wolfensberger, 1972), is a concept that has had great impact on the philosophical foundations of educating people who are handicapped. As described by Wolfensberger (1972) the principle of normalization calls for the:

> "utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible" (p. 28).

This definition of the principle has two very crucial elements. First, the "utilization of means" implies that the procedures and methods that we employ in our interactions with handicapped students should be as close as possible to those procedures and methods that are employed with students who are non-handicapped. Second, we want to "establish and/or maintain personal behaviors" that reflect, as close as possible, those behaviors that are expected of the students' nonhandicapped peers.

The "criterion of the next environment" (Vincent, Salisbury, Walter, Brown, Gruenewald, & Powers, 1980) and the "criterion of ultimate functioning" (Brown, Nietupski, & Hamre-Nietupski, 1976) have been suggested to guide the development of curriculum for young handicapped children and severely handicapped students in such a way as to accomplish the goal of normalization. Both principles suggest that educational programs must focus their efforts on the preparation of students to function effectively in subsequent school and non-school environments, and that those environments should be the most normalized as possible. This focus is consistent with the intent of PL 94-142 and its requirement for the provision of services in the least restrictive environment. According to the "criterion of the next environment" (Vincent, et. al., 1980), the goal of early intervention services is the transition of children with handicaps into regular kindergarten placement. Through the identification of critical entry skills and a systematic plan of instruction for ensuring their acquisition the young handicapped child will be better prepared for the content and mileu of a kindergarten environment (Fowler, 1982; Hutinger, 1981; Leblanc, Etzel & Domash, 1980; Vincent, et. al., 1980).

Of equal importance is attention to the non-school skills that are required of young children with handicaps. If less than five hours per day is devoted to activities in an educational setting, then realistically, a majority of the child's day is spent in non-school environments. Environments such as the playground, the child's home, grocery store, neighborhood or church daycare center become likely settings for which educators must have competency information. Thus, ecologically oriented procedures must be employed to obtain critical, non-school content information.

Similarly, the "criterion of ultimate functioning" (Brown et. al., 1976) suggests that educational programs must focus their efforts on the preparation of severely handicapped students to function effectively, as independently as possible, in all relevant post school environments. The ecological inventory strategy, or the top-down approach, focuses on the natural environment as the source of curriculum content as well as a location for training these identified needs (Brown, Branston-McClean, Baumgart, Vincent, Falvey & Schroeder, 1979). This strategy examines the current environments, as well as the probable subsequent environments, in which the student is expected to function. These environments may include domestic, general community, recreation/leisure, vocational and educational environments. The environments are then broken down into subenvironments. Activities and skills that are needed to participate in each subenvironment are then identified.

Ensuring the maintenance and generalization of skills in non-school settings should be a fundamental concern of special educators. Similarly, the identification of important skills that may be unique to non-school settings must also occur if programs for young handicapped children and severely handicapped students are to provide comprehensive attention to functional skill development.

Focus on Age-Appropriate and Functional Materials and Activities

If one were to agree that the less restrictive environment should determine, in part, the curriculum for handicapped students, it follows that educational materials should also reflect this concept. Historically, many severely handicapped students were taught skills using materials that were appropriate for students who were much younger. For example, it was not uncommon to see a 16 year-old student spending leisure time working on preschool puzzles or learning to sort colored blocks. Perhaps this came about because students were assessed on normal developmental scales and curriculum was then developed according to the assessed developmental age. This abuse of developmental assessment resulted in the use of materials appropriate for very young, nonhandicapped children. Many professionals are now encouraging teachers to use materials and activities that are consistent with a student's *chronological* age (Bates, Renzaglia, & Wehman, 1981; Brown et al, 1976). Bates et al. (1981) define functional teaching activities as "instructional programs that involve skills of immediate usefulness to students and employ teaching materials that are real rather than simulated" (p. 144). The above puzzle and block example could be easily converted to functional age-appropriate activities by teaching the student to use a tape recorder or a video game as leisure time activities, and teaching sorting colors and shapes by having the student sort laundry.

Focus on Integrated, Collaborative Service Delivery

The transdisciplinary (TD) approach was described as a means of providing coordinated education and treatment services to severely handicapped children (Haynes, Patterson, D'Wolf, Hutchinson, Lowry, Schilling & Siepp, 1976). As originally conceptualized, the transdisciplinary approach is". . .a deliberate pooling and exchange of information, knowledge and skills, crossing and recrossing traditional boundaries, by various team members" (Haynes et al., 1976, p. 2).

The basic assumption of the transdisciplinary approach is that through the pooled expertise of team members we can understand the interactions and implications of the child's motor, cognitive, and communication needs and only then can we develop an appropriate individualized educational program for a student. Clearly, parents possess valuable information about their child and should play a key role as active participants in the assessment and service delivery process. As Sears (1981) suggests, "the coordinated, integrated effort assists the team and family in viewing the handicapped child as a unqiue, total personality rather than a collection of multiple, unrelated problems" (p. 23).

Implications for Instruction

The assessed instructional needs of handicapped students may require specialized programming, materials and/or related services. Although these services and adaptations to the typical educational service delivery process are necessary and appropriate for meeting the needs of these students, by their very nature very such "special" services and techniques may serve to segregate handicapped children both attitudinally and physically from the mainstream of regular education. These trends may be contributing to the segregation, rather than integration of handicapped students into the public school system.

There are, however, some modifications and considerations that special educators can make that may help facilitate the normalization of the educational environments of these students. The precision of instructional methods in special education may reduce the probability of integrating staff, curricula, students and instructional procedures into the regular education process. Many practices currently used in classrooms for young handicapped and severely handicapped students must begin to be questioned by teachers. Teachers must ask themselves "Why am I using this procedure; are there alternatives?" and "What benefit will there be to the student if he or she learns this task?" The crucial issue is whether certain classroom practices increase a teacher's ability to effectively educate handicapped students. Following is a review of four common educational practices that deserve further scrutiny:

Exclusive use of "drill" or massed practice. It is not uncommon to observe the following instructional sequence in a class for students with severe handicaps: the teacher, in trying to teach a student to follow one-part instructions, asks the student who is sitting down to "Stand up." Using appropriate teaching methods, the teacher praises the student and then records a (+) on his/her data sheet. The student, however, must again be sitting before the next "Stand up" trial begins. So the teacher gives a gentle prompt on the student's shoulder to have him sit. Now the second trial of "Stand up" can begin. This procedure is then repeated 10 times. Similar strategies are often employed to teach skills such as wheelchair mobility (e.g., going up and down a hallway 10 times), dressing/undressing (e.g., putting on and taking off a t-shirt 10 times in a row), and "looking at teacher" (e.g., looking at teacher and looking away 15 times in a row).

Many professionals are now moving away from the isolated, massed practice approach (Holvoet, Guess, Mulligan & Brown, 1980) and instead, clustering groups of skills together so that they are situated in a way that is more representative of the way that they are used in the natural environment. For example, wheelchair mobility could be taught at times when it is needed to actually move from place to place, e.g., from class to the bathroom, cafeteria or recess, or from one area of the classroom to another. Similarly, a dressing skill can be simultaneously taught with a receptive language skill such as discriminating "shirt" and "pants", and an expressive language skill such as "sign shirt". Not only does this approach teach skills in a meaningful sequence, but it provides the rationale for why we teach certain skills. That is, if we were to teach "visual fixation" at one time of the day in an isolated fashion, we would not be teaching the student *why* one might visually fixate on an object. However, if we were to simultaneously teach visual fixation and functional object use, the student would be learning that one reason for looking at an object is to use it!

Use of "Instructional Cues" "Instructional cues", or better yet, verbal directions, have historically been presented to developmentally delayed and severely handicapped students on rigid, telegraphic and/or non-natural manner. Empirical support for the need for such precision is lacking. Recently, educators have moved toward the use of more naturalistic language, questioning whether such precision and consistency are appropriate or necessary for classroom instruction. Some researchers have begun to speculate that verbal precision and control might, in fact, be detrimental (Brown et al., 1976; Falvey, Brown, Lyon, Baumgart & Schroeder, 1980). Are these the "means by which successful classroom teaching should occur? Again, our answers are speculative. Vincent et al., (1980) examined progressively less restrictive environments and found that the general trend was for the less restrictive programs to have less precision and consistency in instructional strategies and procedures. When a change in behavior is demonstrated under a specific condition, the change in behavior most often does not generalize to more natural, ambiguous environments (Stokes & Baer, 1977). It can be concluded that unless handicapped individuals are taught to perform skills in response to *naturally occurring* cues and correction procedures, it is unlikely that movement from more to less restrictive environments will be successful (Falvey, et al., 1980).

Exclusive use of 1:1 instruction. Another example of classroom practice that needs to be re-examined is the apparent overreliance on one-to-one instruction. Researchers have demonstrated that small group instruction is an effective and efficient way of teaching severely handicapped students (Alberto, Jobes, Sizemore and Doran, 1980; Favell, Favell & McGimsey, 1978). Comparative research on the routines and teaching processes employed in kindergarten settings has prompted early childhood/special educators to make greater use of small and large groups, learning centers and self-directed instruction (Carden-Smith & Fowler, 1983; Walter & Vincent, 1982). Brown, Holvoet, Guess and Mulligan (1980) suggest that there are many instructional advantages that are unique to the group situation. These variables include opportunities to facilitate peer interaction, peer communication and observational learning; generalization of skills across persons settings and materials; and increased control of motivational variables. This type of instructional strategy is also more representative of the teacher: student ratio in less restrictive educational environments.

Conclusion

Many practices currently used with young handicapped children and severely handicapped students need to be examined in relation to the principle of normalization. Normalization is concerned with both the *means* by which we teach students and the *content* of instruction. Modifications that special educators make can help facilitate normalization of the special education environment. Considerations in this article were examined from the perspective of curriculum philosophy and content, instructional methods and various social factors that may prevent the integration of special and regular education.

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Learning Disabilities: Changes in Regulations and Remediation

Helene K. Stalcup, (4)
Resource Room Teacher
Binghamton City School District
Binghamton, New York 13909

Abstract—The field of learning disabilities continues to reflect change and controversy. New York State labels according to handicap, but groups according to individual needs. Attempts are being made to correlate new general regulations with the needs and rights of the learning disabled. Past strategies for remediation are being questioned, and a newer holistic approach includes emphasis on cognitive styles, self-regulation, prior knowledge and purpose. This article reviews these questions and trends.

Learning Disabilities, among all handicapping conditions, remains the most controversial with respect to both identification and remediation. This was true before and after the label was adopted in 1963.

A glance at its history shows four phases: The Foundation Phase (1800-1930) involved basic scientific research on the brain and its disorders by physicians. The Transition Phase (1930-1960) focused on studies of brain-injured children and methods of teaching them. Psychologists and educators developed instruments for assessment and remediation. Terminology changed from brain-injured to Strauss syndrome to minimal brain disorder. The third phase, Integration (1960-1980), saw learning disabilities become the accepted term and the field established as a speciality throughout the country. Teachers were trained, classes were established, federal legislation was passed and parent groups multiplied. The Contemporary Phase (since 1980) reflects emerging directions (Weiderholt, 1974; Lerner, 1981).

Regulations

It is generally agreed that learning disabilities is a general term for a heterogeneous group of disorders in one or more basic psychological processes. The pros and cons of using a label for learning disabilities or any other handicapping condition have been debated for years. Nicholas Hobbs (1975) published a definitive summary of the benefits and detriments of labeling and since then educators have been looking for ways to utilize advantages and minimize disadvantages.

Because of the many common characteristics of the mildly learning disabled, emotionally disturbed and educable mentally retarded, some educators urge that categorical labels be discarded and a label denoting severity be adopted: namely, mildly handicapped (Lerner, 1981). New York State has attempted a compromise. For identification purposes, labels for specific handicapping conditions remain, but, for educational purposes, children are grouped according to similarity of needs, regardless of category. The range of services extends from resource room for less than 51% of the day through special classes of various ratios of adults to children.

For the past decade regulations for educating handicapped children in New York State have been adjusted regularly. This year emphasis is on correlation—correlation of the regulations for handicapped children with the changes in regulations for the education of all children, as a result of the Regents Action Plan. Specific new requirements have been set up for both Regents and non-Regents high school diplomas, and public schools must offer all children the opportunity to meet these requirements. For learning disabled students some of the requirements may be modified by the Committee on the Handicapped. For example, the new regulations for a Regents diploma require competency in a foreign language. This requirement may be waived by the COH if it is determined that the child's disability makes it impossible for him/her to fulfill it. Further, the COH may arrange that the student be *allowed* to study the language, but not *required* to do so.

Additional refinements are being made by the State Education Department to ensure the rights of the handicapped.

Remediation

The old controversy of psychological process training versus academic skills mastery has faded with the proliferation of research indicating that remedial procedures aimed at improving underlying process deficits fail to show transfer to the academic skills areas. Where process training is advocated at all, it is generally in combination with an academic approach (Hamill & Larsen, 1978; Lerner, 1981: Treiber & Lahey, 1983).

The academic approach, as it has been used for the past ten years is being criticized for regarding learning as mastery of isolated, boxed hierarchies of separate and distinct skills. As one set of skills is checked off, the child moves to the next. Instead, a holistic, integrated program, which takes into consideration the child's own learning style is advocated. (Dansereau, 1978; McCarthy, 1985).

Research on brain hemisphericity and the styles of learning of LD children, as well as non-handicapped children is increasing. Individuals, according to Bogen (1979), frequently employ one hemisphere of the brain more than the other. Those who rely on the left hemisphere tend to process information in a sequential, analytical, rational way, noting differences and discrete parts. They are verbal, preferring listening, reading and speaking to actual "hand-on" activities. Right-brained students tend to see the whole picture, to prefer doing to listening and reading, working with models and manipulatives to dealing with the abstract. Schools have traditionally been established to teach to the left-hemisphere dominant student. Remedial work with LD children, while making some use of manipulatives, has tended, primarily, to rely on paper-pencil activities, such as workbooks and ditto sheets. Yet LD Children have been identified as strategy deficient, lacking analytical, sequential, discriminating characteristics (Gerber, 1983). While there is little published research on the relationship between hemispericity and the disorders found in LD students, it is apparent that many teaching strategies now being suggested for right-brained students may also be effective for the learning disabled. Holistic techniques such as using metaphors, discovering patterns and relationships, semantic webbing and use of advance organizers are advocated. (McCarthy, 1985; Pearson, 1985).

Teachers are urged to focus the attention of their LD youngsters by activating their prior knowledge and giving them a purpose for learning. Prior knowledge has been found to be better than IQ as a predictor of speed of learning (Hunter, 1982). However, while relevant prior knowledge can increase the speed of comprehension and retention, irrelevant or conflicting prior knowledge can distort and confuse (Nelson-Herber, in press). Teachers are finding that a preliminary period of discussion invoking past experiences, examining their relevance and predicting what will happen increases students' attending behavior as well as their understanding of almost any lesson, whether it be reading, science or art.

Through the 1970's special education teachers were concerned with assessment, diagnosis, behavioral objectives, materials and environment. The result was that they became managers rather than teachers, (Polloway, Payne, Patton & Payne, 1985; Pearson, 1985). Children practiced by completing ditto sheet after workbook page. There were pre-tests and post-tests, but instruction was often missing. The current interest in effective teaching includes special education. The teacher is assuming a more active role in presenting information, modeling, checking understanding, guiding practice and providing feedback (Hunter, 1982; Pearson, 1985). Through this active role the teacher is able to lead the child through the specific steps that generate self-monitoring or "metacognition". Generalization or utilization of the previously mentioned hierarchies of specific skills has long been a problem for LD children. It is suggested that through explanation, demonstration, and verbalization of the steps and purpose of the activities the child is mastering, transfer to other situations is more likely (Stone & Wertsch, 1984).

Metacognitive techniques are partly the result of more emphasis on programming for adolescents. Historically, it has been assumed that early intervention prevents later learning problems. While that is true for many children, there are still learning disabled students who enter high school needing special help (Mercer & Mercer, 1985). Either their problems were so subtle that they were undetected until the increased demands of the curriculum revealed them or services were simply not available in their particular elementary school. At this level, strategies for self-regulation are supplanting the old techniques of recycling basic elementary school skills to acquire and retain new content and to transfer the new knowledge to other academic skills in order to acquire and retain new content and to transfer the new knowledge to other academic tasks. Students are taught to recognize when to use the skills and why they should use them, and then are given feedback as to their success in using them (Alley, Deshler, Clark, Schumaker& Warner, 1983; Deshler, Schumaker, Lenz & Ellis, 1984).

At every level programming for learning disabled students is beginning to include use of computers. Word processors are especially valuable for children with handwriting problems. Computers give immediate and continual feedback. Generally they are patient, non-judgemental, non-threatening and will give a student undivided attention (Cohen & Schwartz, 1983). Initially, hastily developed software brought harsh criticism of computer use with references to "vertical workbooks." At present techniques for computer use in problem solving and decision making are evolving. Many professional journals have sections regularly devoted to computers and courseware review.

Unchanging Goal

It is clear that no one approach has been or will be the answer to remediation for the LD student. As the field of learning disabilities continues to change and develop; as one more effective or more controversial theory, approach or strategy replaces another; as change is recognized as immutable; one goal, nevertheless, must remain constant: that each learning disabled individual develop into a competent adult emotionally, socially and economically.

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For Information:
Howard Muscott, Coordinator
Topical Conference on Children and Adolescents in Conflict
Dept. of Special Education
Box 223
Teachers College, Columbia University
New York, New York 10027
(212) 678-3865

Robert L. Carpenter, Ph.d. (0004)
Assistant Professor
Division of Professional Education
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Curricula and Instruction for Emotionally Handicapped Students

Robert L. Carpenter, Ph.D., (4)
Assistant Professor
Division of Professional Education
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Abstract—The historical roots of education for children and youth with emotional handicaps are briefly discussed and some research on current national practice is presented. Speculations are made regarding future directions for instruction in New York State given existing legal mandates and the Regents Action Plan.

Historical Perspective

The first identifiable educational program for ED/BD children emerged in residential psychiatric centers following World War II. Given the prevailing perspective of the time, teachers in these programs embraced more classical psychodynamic orientations. These overriding concerns subjugated educational objectives to psychodynamic management of the student. As public school classes emerged for children with emotional and behavioral disorders in the late 1950's, more of a balance was struck between psychodynamic considerations and educational goals. Psychologists began to discover how fundamentally educational programs could incorporate psychodynamically oriented management and treatment designs. Some early teacher training models reflected the twin concerns of cognitive and affective development.

Closely paralleling this hybrid, psycho-educational perspective, Cruchshank (1961), Haring and Phillips (1962), and later Hewitt (1968) began to describe very structured, predictable, instructional environments and curricula employing behavioral principles as guiding theory. The behavioral approach had particular appeal to educators who saw academic achievement as the overarching concern in a public school environment.

While the psychoeducational and the behavioral approaches represented two treatment designs with solid theoretical underpinnings, not all educational programs could be neatly sorted into one theoretical box or the other. Morse, Cutler and Fink's 1963 study of the state of educational service delivery concluded that 14% of the programs they sampled utilized the earlier psychiatric-dynamic orientation, 26% were characterized as psychoeducational, and only 4% as clearly behavioral. Twenty-nine per cent of the programs they studied were essentially educational programs employing conventional pedagogy. The remaining 27% employed no discernably consistent theoretical orientation whatsoever.

Twenty years later Schmid, Algozzine, Maher and Wells (1984) found a different distribution of orientations. National in scope, their self-reported data addressed only secondary school programs (separated in the study by junior high and senior high populations). Twelve per cent employed a psychodynamic perspective which is about the same as twenty years ago. A larger percentage, 15%, reported that they used a consistent behaviorial perspective. This is almost four times that reported by Morse, Cutler and Fink. Thirty-six percent reported employing a "skill deficit perspective" which appears roughly analogous to the "educational" perspective (29%) reported in the Morse, et. al. study. While there are certainly dangers to generalizing from only these two studies, the data seem to suggest a) a psychodynamic perspective continues as a small but steady and significant emphasis in the field, b) the use of the behavioral perspective has grown considerably since the mid-1960's (but as Schmid, et. al. observe, perhaps to a lesser extent than might have been expected given its prominance in research literature), and c) an educational or skill deficit perspective characterizes roughly the same proportion of classrooms as it had twenty years ago. However, since the majority of secondary programs reported employing a "combination of, or other approaches" (Schmid, et. al., p. 107), we still lack sufficiently specific data on educational practice for this group.

Current Trends in Educational Practice

Curricular and instructional procedures flow from the theoretical perspective of the classroom teacher. Yet we have very little information on the degree to which any generally accepted theoretical perspectives are accepted and utilized by teachers. Scouring the literature provides a plethora of program descriptions, but no indication of the extent to which programs have been replicated beyond the model site. Data substantiating the Schmid, et. al. (1984) study or extending the findings to the elementary level, or providing greater detail on classroom practices simply doesn't yet exist.

One is left with a "textbook picture" of educational practice. That is, special education texts describe practices or approaches that have achieved "model program" status and have been shown to be efficacious when used in certain settings with certain groups of students. Hewitt's (1980) model, Wood's (1975) developmental therapy approach, the self-control curriculum of Fagen, Long and Stevens (1975) are examples of curricula and instructional approaches frequently cited, but adopted to an unknown degree. Practice cannot be inferred from the relative notarity a model has achieved.

Perhaps the most important clue to what is generally happening in classrooms for children and youth with emotional handicaps is the Schmid, et. al. (1984) finding that the majority of those surveyed did not indicate that they utilized any one theoretical approach, but rather that they combined several different perspectives. This may represent an essential pragmatism among teachers, a tendency to employ whatever "works". If this is the case, a teacher may report that he/she operates under a press to teach and remediate academic skill areas by adapting regular class curricula (see Bunch article) and instructional procedures designed to accommodate the particular learning/cognitive styles of the student (see Stalcup article). Further, this teacher may find a token economy with response cost procedures essential to manage the surface behavior of the entire class, but note that some respond as well to counseling techniques like reality therapy. Self-recording and contingency contracting may be useful motivational techniques for certain students and situations, but not for others. This same teacher may also report using a social skills program centering on verbal self-instruction and modeling procedures while approaching a student's feelings and perceptions by employing life-space interviewing techniques. Meanwhile, this teacher enthusiastically monitors and reports behavior changes to a student's physician who is using antidepressant and mood-stablizing medication to help maintain the student in school. Finally, these curricular, instructional, and medical procedures might be described as part of a larger plan involving other school personnel and resources, family members, and community agencies. Any consistent theoretical perspective regarding the nature of emotional handicaps and the concomitant treatment needs is ignored.

The Future of Educational Programming

Data from a recent national study of teachers of emotionally handicapped students, school psychologists, and special education administrator (Carpenter, in press) provide some indications for the future of educational programming. The professional surveyed predicted that there was a strong likelihood that philosophical differences in the field would persist, and that while agreement on the effectiveness of certain intervention models was desirable, such agreement was judged unlikely. Somewhat paradoxically, mandatory quantitative accountability of programs for emotionally handicapped students was seen as a very likely scenario within the next few years. It will be difficult to demonstrate program effectiveness without at least some agreement regarding the nature and needs of the children being served.

Surprisingly, the Carpenter study showed there was not strong support that the behavioral approach to treatment would be favored over others. There was nearly universal hope, though a great deal less expectation, that educational programming would become more of a shared effort with other community agencies cooperating with schools in serving students designated as emotionally handicapped. In general, this data would seem to favor the ecological design recently described by Apter and Conoley (1984).

If this optimistically might be taken as the context in which specific programs will operate, two more immediate imperatives promise to influence the future of curriculum planning for emotionally handicapped children in New York State. First, the enlightened approach to IEP development in which categories and categorical placement are deemphasized and programming according to performance levels is highlighted (NYS Education Department, 1982), constructively addresses the social skills issues of emotionally handicapped students. If assessment is thorough, the needs of emotionally handicapped students cannot be easily glossed over by emphasizing discipline and control. The development of curricula for social skills will be consequently stimulated.

At the same time, a countervailing force appears to be operating. The Regents Action Plan has been interpreted to direct special education teachers to follow the same state curriculum that exists for regular education (Gloeckler, 1984). Special educators will apparently have to dance to two sometimes very different tunes—the state curriculum, and the needs enumerated in Phase I of the IEP. Reconciliation of these dual demands will be particularly difficult at the secondary level and especially tricky for objectives written in the area of social skills, the area of prime concern for most emotionally handicapped students. Reconciliation of the IEP imperative and the Regents Action Plan implementation is not yet clear.

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Reading and Learning Disabilities: Theory, Research, and Practice

Karen D'Angelo Bromley, Ph.D.
Associate Professor
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Abstract—The history of the reading-learning disability relationship is examined in this article, with special reference to policies and practices in New York State. Changes in the definitions of "reading" and "learning disability" over the past twenty years and views presently held by reading specialists and special educators are discussed. Research evidence supporting direct instruction in reading and specific skill training for students with reading/learning disabilities is examined. A current trend toward reading comprehension instruction in resource rooms is discussed as are future directions for both reading educators and special educators.

Failure to learn to read is the most prevalent problem today for students who are learning disabled. Estimates of the number of these students range from 1% to 30% of the school-age population (Heward & Orlansky, 1984), and 60% to 70% of these students possess reading disabilities (Kirk & Elkins, 1975). Ninety-three percent of resource room teachers in New York State report that they spend over half their time providing reading instruction for their learning disabled students (Bromley & Carpenter, 1984). It is clear that reading problems are central to most learning disabilities. This article examines the history of the reading-learning disability relationship with special reference to policies and practices in New York State, and suggest possible future directions.

Theoretical Perspectives

Various definitions accompany the term "learning disability" which was first used to describe a group of children who had disorders in development in language, speech, reading, and assorted communication skills (Kirk 1963). Since then, federal mandates have established that a learning disability is a disorder in one or more of the basic psychological processes involved in understanding and using language, and is characterized by imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations (Heward & Orlansky, 1984).

Recently, the concept of "nonspecific disorders due to central nervous system dysfunction" has replaced the notion of "deficit psychological processing" (Hamill, Leigh, McNutt, & Larsen, 1981). This is a shift in the concept of reading/learning disability away from the psychological processes of visual and auditory perceptual abilities toward the concept of specific reading skills. In New York State, however, both definitions are included in the newest regulations (Part 200 — Handicapped Children, July 1984).

In New York State, Committees on the Handicapped (a school psychologist, physician, special educator, and parent; sometimes joined by a neurologist, ophthalmologist, speech and hearing specialists, psychiatrist, and/or reading specialist) collaborate in the diagnosis of a learning disability. The student labelled "learning disabled" receives reading instruction from a special educator in a resource room or any of the optional special education settings. The student with a reading problem who has not been labelled "learning disabled" is diagnosed and receives remedial instruction from a reading specialist.

Theoretically, these two groups of students are different, but essentially, both reading specialists and special educators work with poor readers, some labelled reading disabled and others labelled learning disabled. The commonly agreed upon characteristic of a reading/learning disability is a discrepancy between ability and achievement, but controversy exists over the degree of severity in the discrepancy.

Just as the definition of learning disability has changed in the last two decades, so has the definition of reading. In the past, reading was generally defined by reading specialists as a decoding activity involving translation of symbols into spoken sounds. A shift in definition occurred in the 1960's however, and today reading is generally viewed as a psycholinguistic activity involving the use of background experiences and language knowledge. By today's definition, meaning and comprehension are of primary importance and decoding is deemphasized. This view appears to be shared by only a few special educators today.

Research Evidence

There is little empirical support in the literature on learning disabilities that specific processes or abilities exist, can be assessed, trained, or have any effect on instructional success (Ysseldyke & Algozzine, 1982). Studies of perceptual-motor, visual perceptual, and psycholinguistic ability training have not found this training to be effective in remediating reading problems.

Research does indicate however that direct instruction and specific skill training is successful (Ysseldyke & Algozzine, 1982). When a performance deficit is remediated and skills are taught directly, improved reading achievement results (Chall, 1978). Although the trend today appears to be toward training in specific reading skills, perceptual training approaches are still popular with many special educators.

Conclusions from reviews of research indicate that studies of testing and assessment, rather than instructional techniques and programs, have been the rule. Black (1974) looked at ten years of research in learning disabilities and found the greatest number of studies concerned with description and diagnosis, and small numbers concerned with etiology and remediation. Pelosi (1981) also reported that much research involves diagnosis and little looks at remedial methods. Currently however, it appears that more descriptions of research involving instructional methods and programs are appearing in both reading and special education journals.

Instructional Practice

In the past and often today instruction in most resource rooms focuses heavily on decoding, while ignoring reading comprehension (Boyd & Bartel, 1978). Most methods and materials for secondary, mildly handicapped students emphasize a phonics approach to reading which does not meet the needs of these adolescents. At both elementary and secondary levels the emphasis in learning disabilities programs is on decoding and word analysis skills (Chall, 1978; Marsh, Price, & Smith, 1983; Wiederholt, 1978).

There has been a shift in definition of learning disability away from treating basic psychological processes toward specific skill training. This change is evident in current practices. Thus, although many programs continue to devote time to visual and auditory perceptual skill development, the trend is toward more direct training in reading skills. An emphasis on direct instruction in the use of task-performance strategies is evident today. Assessment of the needs of the learner, instruction in useful skills, and time to practice these skills are seen by some special educators as critical.

The most recent research in New York State indicates that resource room teachers devote more than half their instructional time to reading. Surprisingly, K-12 teachers of learning disabled students report their highest percentages of reading instruction time spent in comprehension instruction (Bromley & Carpenter, 1984). Perhaps today the special educator's view of reading is beginning to change. Time spent in skill instruction rather than ability or perceptual process training also seems to reflect a changed definition of learning disability, at least among these teachers.

Adoption of the New York State Competency Tests has helped change instruction in resource rooms to include both reading comprehension skills and writing of letters and reports. Also, the notion that elementary and secondary students need to be taught different skills in beginning to be accepted. Today comprehension instruction and content reading skills are seen by some special educators as critical for adolescents with learning disabilities (Saski & Carter, 1984).

Future Directions

Today it appears that more and more special educators hold broadly based definitions of reading that include meaning and comprehension. Programs for elementary and adolescent students with learning disabilities are beginning to focus on understanding the printed word as well as decoding it. A few graduate texts in learning disabilities include training in comprehension as an important component of reading (Alley & Deshler, 1979; Kirk & Chalfant, 1984). It seems that language based instruction focusing on improving communications skills, specifically reading and writing, will be the emphasis in remedial reading settings and resource rooms in the future. The use of computers in the teaching of reading comprehension skills should increase as the quality of available software improves.

Examination of school and community environments in which students with learning disabilities are required to function will continue to direct special educators to look at needs, tasks, and behaviors, and to teach skills and strategies that can help these students become successful readers. Comprehensive monitoring behaviors, recently being explored by reading educators, will also begin to have more relevance for special educators.

As the views of reading educators and special educators become more homogeneous and their roles become similar (that is, to teach students how to read), the two groups may begin to interrelate and communicate better than they have in the past. Both groups possess distinctive expertise from which each can benefit. Indeed, proposals to merge the fields of reading and learning disabilities (Gaskins, 1982), as well as special and regular education (Stainback & Stainback, 1984), make real sense in terms of efficiency and improved services for students with reading problems and may be an important future direction for these fields.

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Special Education and Mathematics

Dolores Granito
Associate Professor
Division of Professional Education
University Center at Binghamton
State University of New York
Binghamton, New York 13901

Abstract—The article emphasizes the need for mathematics concept understanding on the part of the special education educator. It traces the options open in the mathematical development of the student from the past to the present. The early findings of Thorndike, Schorling and Cruickshank are noted. The importance of IEP assessments is shown. A review of the literature indicates a growing trend toward specialization areas in mathematics and special education. Computers and appropriate software will be part of the future for the special education student with mathematics problems.

Mathematics certainly is not a favorite subject of many students or teachers, and its sequential nature and interdisciplinary relationships are not always understood. The fact that elementary or special education teacher certification is possible in New York State without a single college mathematics course is surprising. A recent study conducted in New York State (Carpenter, in press) showed 47% of resource room teachers uncertain or not at all confident with conceptual and theoretical approaches to mathematics instruction. Hopefully, the new National Teacher Examination (NTE) now required before certification will encourage teacher trainees to reexamine their academic background in mathematics foundations. Whether special education teachers have adequate proficiency in mathematics training is not a new concern (Cawley, Fitzmaurice, Shaw, Kahn & Bates, 1979). The DCLD Code of Ethics and Competencies For Teachers of Learning Disabled Children and Youth, (1978) Mathematics Section was used in the Fitzmaurice (1980) survey. ". . .the information provided by this survey leads one to question the degree of preparedness teachers of the learning disabled bring to the task of mathematics instruction " (p. 93).

Knowing mathematics and understanding mathematics are not the same. Consider a single aspect of arithmetic, such as counting. Counting is just not being able to say "one, two, three". Children will typically count as far as they can. Asking a child to count out a total number of objects requires saying the numbers in sequence and doing a one-to-one correspondence until all are accounted for, and then stopping at the last object. This is harder than "holding" at a pre-determined number, but not as complex as counting out a subset from a larger set. Are teachers of fundamental arithmetic aware of the complexities of this illustrative concept of counting?

Fractions is another complex concept area required of children. Can teachers explain why common denominators are really needed before two fractions can be added? Or, why is the second fraction inverted when dividing? Or why do some teachers say one-quarter when they mean one-fourth?

Counting and fractions are but two examples that illustrate a need for teachers to be aware of student vocabulary, experiences and thinking when teaching arithmetic concepts.

HISTORICAL DEVELOPMENT OF MATHEMATICS AND SPECIAL EDUCATION

In the past, the student who could not master mathematics at the same rate as the majority of the class had few options open. Rarely was there a choice of which mathematics to study, so the main variable which could be modified was the rate of progress. The degree of comprehension was measured on tests, and the rate of progress was often very slow. The result was academic failure. Students were taught by drill and rote, and as Thorndike (1923) pointed out, there was no research as to how much drill was needed before retention was achieved. His work served as a model and guide for designing instructional materials (Osborne & Crosswhite, 1970) in the late 1920's.

A few years later, the National Council of Teachers of Mathematics (NCTM) became interested in mathematics and individual differences, and formed a special committee. Its report (Schorling, 1933) concentrated on the problem of those pupils who were "just above the point in the scale below which they are classified as mental defectives" (p. 351).

The next major study was conducted by Cruickshank (1948). Not surprisingly, he found the arithmetic problem solving skills involving extraneous material of average students was better than those skills of the mentally retarded students.

Although few articles about arithmetic or mathematics and special education students appeared in the 1950's, many articles appeared in the 1960's. The words used to describe the special student in the titles of the articles that also contained a mathematics word varied considerably. In the 1970's the titles of journal articles also became more specialized. Research was reported on problem solving, token reinforcement, the use of pictures and programmed instruction with the special education student in arithmetic.

There was also an indication reported (Krech, 1969) that the help needed to remember addition facts or similar concepts might be chemical in nature rather than stemming from practice and methodology. This psychoneurobiochem education point of view suggested protein memory consolidators, antimetabolite inhibitors, and/or enzymatics learning stimulants. Current literature does not support this "idea of the future".

THE 80's

The studies being reported in the 80's are more specific in nature. One such publication is a report of a National Science Foundation Grant to prepare teachers who have visually handicapped students mainstreamed in their high school geometry classes (Awad & Wise, 1984). The need for fully trained mathematics diagnosticians in elementary school is addressed by Anderson (1981). Few would argue against that need for special education teachers. Earlier research which focused on computation, logic and application or problem solving is still of interest. Does one teach problem solving with or without pictorial representations (Bley & Thorton, 1982) or with or without extraneous information to make the solution for the learner easier? Does one have the reading in the mathematics problem controlled or have no reading? Is mathematics learning affected when token reinforcers are used or when to tokens are used? These questions are still being asked.

With the current need for an Individual Educational Plan (IEP), each student is assessed. Thus, what is being used in the 80's is individualized mathematics learning. Assessments for the mathematics component of the IEP leading to the formulation of goals and learning objectives range from the broad areas of logical reasoning to computation to applications. (Webb, 1978; Fennell, 1984).

IEP's are very important because they can be used to justify the use of special tools such as abaci, counting sticks, calculators, etc., by the special student when taking the New York State Regents Competency Test (RCT) in Mathematics; one of the three tests required of all N.Y.S. high school graduates. If a student's IEP indicates that mathematics problems must be blocked off on paper and the student may use counting sticks to do the problems, then this methodology is also allowed on the competency test. But before teachers rush to include the use of calculators in EACH student's IEP, one might want first to justify the reasons for its use. Using a calculator may present more problems than solutions.

TODAY AND THE FUTURE

Most students need "real life" mathematics situations to become motivated. Halpern (1981) reports that ". . .83% of the mathematical problems that adults deal with concern buying and selling, and 11% involve the use of money in other ways" (p. 505). Thus, units involving catalog buying, banking, or other situational tasks would be careful.

It is difficult to accurately predict the future, as Cerf & Navasky illustrate in their book *The Experts Speak* (1984). For example, they report T.J. Watson's comment made in 1943 that "I think there is a world market for about five computers" (p. 208). Rather, microcumputers and appropriate software programs will help the special education student hone in on computatational deficiencies, provide more appropriate drill and practice routines and assist the learner with logic reasoning needed in problem solving. Whether the student ever masters simple programming is not important. The technology is there, the adaptations for the physically impaired are available, and more and more school districts are providing the teacher with hardware, software, course ware and peopleware.

A specialization area noted in current publications is dyscalculia. The inability to perform arithmetic calculations was noted in the 70's (Kosc, 1974) with six different classifications and characteristics noted. Austin (1982) overviewed the literature on this topic and Gregory and Morsink (1984) researched the categories of dyscalculia and concluded that findings were still limited but growing. In the future one might expect to see more publications on the topic of the mathematically handicapped student in both special education and mathematics education journals.

In conclusion, as more mathematics educators become interested in the needs of special education students, and as more special education and resource room teachers become interested in the various concept areas of mathematics, all student learning will be enhanced.

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Adjustments in Instruction and Materials: Secondary Level Mainstreaming

Norita Bunch, MS. Ed. (4)
Training Specialist
Special Education Training and Resource Center
Division of Professional Education
University Center of Binghamton
State University of New York
Binghamton, New York 13901

Abstract—Since the enactment of P.L. 94-142: The Education for All Handicapped Children Act of 1975, students with handicapping conditions have rapidly been included in regular education classes. This process has been successful at the elementary and junior high school levels. However, the inclusion of students with disabilities is more problematic at the secondary level. The issue of equal access to programs and equal opportunity to earn a school termination credential is a concern to educators. This is particularly true in small rural schools which have limited class options and personnel.

The enactment of P.L. 94-142 The Education for all Handicapped Act of 1975 has led to the rapid inclusion of students with special needs into regular programs. The Sixth Annual Report to Congress on the Implementation of P.L. 94-142: The Education for All Handicapped Children Act, suggests the goals have been achieved to a great extent, with 93% of identified handicapped students presently educated in regular schools and two thirds of that percentage included to some extent in regular programs with their non-handicapped peers. It is questionable, however, whether these students with handicapping conditions have been given the same opportunity of access to secondary programs as have their non-handicapped peers.

The approval of the Commissioner's Regulations Part 100, November, 1984, (hereafter called Part 100) will have a great impact on the education of students with handicapping conditions in New York State. Part 100 includes special education as an integral part of the educational plan and further guarantees students with handicapping conditions access to programs and services on an equal basis as their non-handicapped peers. It also mandates instructional and material adjustments to allow disabled students to meet diploma requirements.

Currently, students are required to pass Regents Competency Tests (RCTs) in reading, writing, and mathematics in order to graduate with a local or Regents diploma. If students with disabilities are to earn diplomas, then adjustments and modifications need to be made in instruction, materials and testing.

Suggestions made in this article can benefit not only special students, but will benefit other students in the regular classroom as well. Ideas mentioned are not only my own but have been gathered from readings and learned from teachers over a period of time. For additional ideas, I have listed a few resources at the end of this article. Instruction can be successful when any or all of the following adjustments are considered:

1. *Adjustments for Information Gathering and Study:*

— Utilize multi-level texts or multiple texts. Several publishers publish duplicate material on several levels, hence students can choose a text on their level.

— Tape recording text is a possibility. This is very time consuming but volunteers can be utilized. Consider students interested in public speaking or broadcasting as possible recorders. Students who are learning perceptially disabled or visually impaired can register with NYS Library for the Blind and receive talking books service. A second resource is the Recordings for the Blind, where most texts are available on tape or can be recorded for you when you send two copies of the text.

— Reading selective parts of the assignment in class emphasizing important information.

— Give peer reading assignments; pairing capable with less capable readers.

— Highlighted texts for main ideas and key concepts is helpful. "Blacking out" irrelevent information and underlining statements supportive of highlighted information can be helpful. Content area classes should have some of these texts available to assign to students with reading, attention or perceptual problems.

— Entire texts or passages of particular importance can be rewritten, and again, volunteers can be utilized to do this.

— Color coding key passages to graphs, pictures and charts will help students with organizational difficulties relate the text to the illustrations and utilize the text to its fullest.

— Prepare study guides and encourage students to use them alone, in pairs, or in small groups. Give page numbers indicating where information can be found and even paragraph numbers if needed. Prenumbered paragraphs for difficult passages would be helpful for persons with more serious disabilities.

— Teach students how to select key words (or key words can be highlighted for them) locate those words in the book index, and turn to the page(s) where the key word(s) is located to find what it means.

— Provide alternative resources such as video, films, filmstrips, picture collections, models or simulations for information gathering. Students possess preferred learning styles, and although most students can adjust to learning through less preferred modes, students with disabilities have a more difficult time. Many students can gather more information from a movie or pictorial essay than by reading or listening to a lecture or tape.

2. *Adjustments in Recording of Auditorially Presented Information:*

— Provide an outline to correspond with a lecture format. The outline can be written on the blackboard, on a transparency (and used with an overhead projector) or on a worksheet.

— Allow a student to tape record a lecture. (This also can provide a copy for an absent student.) The student with a learning disability can then concentrate on the ideas and illustrations presented rather than spending time and energy writing notes. An outline could be made later from the tape recording.

— Encourage a student who is a good notetaker to make duplicate notes by using carbon paper. Again, this allows the student to attend more fully to the presentation.

3. *Adjustments in Instructional Presentation:*

— Begin a lecture by giving students a brief overview of what they already know and how it fits with what is to be learned. Present the information, then summarize and review. Students learn more efficiently if new information can be related into what they already know, so understanding this relationship is important.

— When using an outline, refer to it frequently, pointing out where the lecture is in relation to the outline. Also, tell students when information is of special importance, e.g. "This is important to know."

— Use models whenever possible.

— Introduce any new vocabulary or particularly difficult terminology at the beginning of a lesson. This can be done through "webbing" or semantic overviews, and mapping procedures.

4. *Adjustments in Assignment Production:*

— Allow for variations in completing assignments. This might include options with or without varying point values such as: a written report, a pictorial essay using self-taken photographs or collected pictures from magazines, pamphlets etc., drawings, a taped report, an interview (taped or written), or a model.

— Indicate the most important part of an assignment by prioritizing questions that are to be addressed, listing most important first, supporting or optional next, and bonus questions last. This gives a student who needs more time a chance to prepare for class without guessing about what is important. The student can obtain the less important information through class discussion or participation if there is not sufficient time to complete the entire assignment.

— Give assignments for a week in advance with time lines so the student who needs more time can plan accordingly. Some students will panic at this technique, however, and will become anxious. Students who are disorganized will need smaller assignment schedules, with steps given, dates to complete steps and closer monitoring. For example, an assignment may be to write a short synopsis of a short story by Friday. It would be helpful to assign a specific number of pages to be read each day within the assignment and to submit a written precis or summary of what was read each day. By Thursday, he/she will have most of the assignment completed and the component parts can be synthesized and handed in on Friday.

— Consolidate assignments across content areas whenever possible. A student with a learning disability may take as much as three times as long to do an assignment as his/her non-handicapped peers. This is also true of many physically disabled persons.

— Encourage students with motor or perceptual difficulties to use a word processor for writing assignments. There are many good programs on the market such as Bank Street Writer (Broderbund), or Milliken Word Processor. Many have built in spelling dictionaries, a great help to students with auditory and spelling deficits.

Suggestions presented in this article are intended only as an introduction of possible adjustments of instruction and materials on the secondary level. Many resources are available, several of which are included at the end of this article for locating more ideas.

Mainstreaming on the secondary level is possible. It is important that students with disabilities are given equal opportunity to graduate with a diploma.

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Software Individualization In the Learning Disabilities Curriculum

Edward Burns, Ph.D.
Associate Professor
University Center at Binghamton
State University of New York
Binghamton, New York 13903

Abstract—The use of computers in learning disabilities classes is discussed. The advantages of using and modifying programs written in BASIC is described. A program is presented that demonstrates how BASIC can be used to individualize software to meet specific student needs. Guidelines for using and modifying BASIC programs are offered.

Between 1975 and 1985 there has been a tremendous increase in the use of computers in the classroom. Personal computers have consistently decreased in cost over this period, while memory and technological sophistication has increased at a correspondingly phenomenal rate. The speed and memory of even the most inexpensive personal computer far surpasses the teaching machines that were used prior to the advent of personal computers.

Although personal computers would seem ideally suited to the individualization required in almost all learning disabilities settings, many teachers have found that computer technology is not the panacea that it was once hearlded to be. The problem, however, is not the hardware sophistication (e.g., computers, printers, disk drives, etc.), but the inability to individualize and modify software (i.e., computer programs and programming packages).

Learning disabilities represents an area which program individualization is not only useful but a vital component for successful program utilization. As an example, if a student is having difficulty with the spontaneous recall of multiplication facts because a finger counting strategy is being used, a program that presented multiplication facts that did not consider this factor would hardly be dealing with this student's particular learning needs.

The point is that each child in a learning disabilities class will probably need a program that presents certain types of facts, or words, or stimuli in such a way so as to deal with a very specific and individual problem (Burns, 1985).

The purpose of this paper is to demonstrate how computer programs can be modified to meet specific student needs. To accomplish this goal, a teacher is not required to become a computer programmer or to take a dozen courses in computer programming. To be able to modify computer programs, learning a few of the essentials of BASIC programming is more than sufficient.

The word BASIC is actually an acronym for Beginners All-purpose Symbolic Instruction Code. This language is available with almost all personal computer systems. In order to use BASIC one need only learn how to enter statements and to make several easy modifications. The great advantage of learning the elements of BASIC is the opening of the door to an unbelievable amount of free software. Indeed, free and highly varied program listings can be found in popular computing magazines, books, and a variety of government sources (e.g., ERIC documents).

The example that will be used to demonstrate how easy it is to modify software will be a Vocabulary Helper program. The purpose of this program is to present words that are specifically designed to deal with classroom needs. Thus, if a child is mainstreamed into a science or math class, the Vocabulary Helper program might be used to review reading vocabulary words used in either of these classes this class. However, before we go on, remember that this is just one program, and the purpose is to demonstrate program individualization and not to promote one technique that might be useful with one student but quite ineffective with a second student.

Vocabulary Helper Program

The Vocabulary Helper program is actually a tachistoscope that flashes individual words on the screen for a specified period of time. The program shown below was written for an Apple II series computer, but the program is easily modified for most personal computer systems.

Before continuing with the program description and how modifications are easily made, a few words about tachistoscopes are in order. Tachistoscopes can be used to increase attention, develop memory and spelling skill, and improve reading recognition performance. In a learning disabilities class, a word tachistoscope can be used to review specific content vocabulary and to improve whole-word recognition. This last ability is extremely important, especially for older learning disability students, who sometimes over-use phonics as a word attack skill (i.e., phonic analysis rather than word meaning has become the primary goal of reading). Although tachistoscopes can be effective for improving a variety of skills, research has shown that tachistoscopic training is least beneficial as a technique for developing "speed" reading. In short, the BASIC tachistoscope presented below, as with all remedial techniques, should be used to deal with specific needs and not as a cure-all for every child classified as learning disabled.

```
10   REM VOCABULARY HELPER
20   N = 10
30   DIM W$ (N), X (N)
40   FOR W = 1 TO N
50   READ W$ (W)
60   NEXT W
70   FOR L = 1 TO N
80   HOME
90   VTAB 10
100  R = INT ( RND (1) * N + 1)
110  IF X (R) = 1 THEN 100
120  X (R) = 1
130  PRINT W$ (R)
140  FOR T = 1 TO 750
150  NEXT T
160  HOME
170  VTAB 10
180  INPUT A$
190  PRINT
200  IF A$ = W$ (R) THEN 230
210  PRINT “THE WORD WAS: “W$ (R)
220  GOTO 250
230  PRINT “CORRECT”
240  C = C + 1
250  FOR D = 1 TO 1500
260  NEXT D
270  NEXT L
280  PRINT
290  PRINT “NUMBER OF WORDS = “N
300  PRINT “NUMBER CORRECT = “C
310  END
320  DATA BEFORE, DON'T, DRINK, GOOD,
     HOUSE, KNOW, MANY, TALK, WHAT,
     WHICH
```

Program Use

The program is first entered exactly as shown. After each line is entered, the RETURN key is pressed. As an example, line 20 is entered as follows:

20 N = 10 (press RETURN key)

The program is easily modified by adjusting lines 20 and the DATA statements at the end of the program. Line 20 controls the number of words that are presented. Thus, if a teacher wanted to present five words, line 20 would be modified as follows:

20 N = 5

If, on the other hand, the teacher wanted to present 18 words, line 20 would be changed as shown:

20 N = 18

Once line 20 has been adjusted to present the desired number of words, the number of words corresponding to the number N in line 20 must be included in DATA statements at the end of the program.

To illustrate how the Vocabulary Helper program can be modified, assume that a teacher wanted to review contractions with a student as part of a language unit being studied in the regular classroom. If there are 12 contractions being studied, line 20 would be changed as follows:

```
20 N = 12
```

The second change would be to modify the DATA statements at the end of the program to include these 12 contractions. This is accomplished as follows:

```
320 DATA ISN'T, DON'T, WASN'T, AREN'T
330 DATA DOESN'T, WEREN'T, THEY'RE, CAN'T
340 DATA COULDN'T, WON'T, I'M, SHE'S
```

For all practical purposes, as many words and DATA statements as desired can be included. The only restriction is that the number of words in DATA statements must be at least equal to the size of N in line 20.

After the program is entered with the desired words, the program is run by entering the command:

```
RUN
```

As soon as this command is given, the words are individually presented on the screen. If a response is incorrect, the word that was presented is shown. If the word response is correct, the prompt CORRECT is printed. At the end of the program, the number of words presented and the number of words correctly identified are printed.

Summary

The purpose of this paper has been to demonstrate how software can be modified to meet individual student needs in the learning disabilities class. Again, the intent has not been to suggest that any single technique is appropriate for all students. Rather the goal has been to promote the idea that effective software in the learning disabilities class must be based on the specific needs of students. To achieve this end, an attempt should be made to accomplish the following:

1) Attempt to use software material that is relevant to individual student needs. Although a software program might have a dazzingly array of graphics, it is worthless if it does not address a specific student need.

2) Don't hesitate to modify software. Before purchasing software, determine if specific content can be entered and used. Needless to say, if you use programs in the public domain, you can modify to your heart's content.

3) Monitor student performance and evaluate software. If a software program is extremely difficult (or extremely easy), a change in task or content is probably in order.

In the final analysis, the only solution to the effective use of computers in the learning disabilities class is for the learning disabilities teacher to play an active role in determining software content. Computers can play an extremely important role in the classroom. . .providing that software is designed to meet specific student needs.

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Network(ing) Workshop Conference

The Clearinghouse for Developmentally Disabled Offender Projects, at S.U.N.Y., New Paltz, will host "The Network-Workshop Conference: Focus on Corrections", on campus, Sept. 27, 1985. The format for the conference will be a day long, intensive workshop experience, which will contain no formal speeches, concentrating instead on small-sized discussion groups.

Planners of the conference are working to attract Law Enforcement, Legal, Probational and Correctional personnel who have not had an opportunity to discuss their problems or opinions in previous conferences. The Workshops will all be led by people who have worked extensively with developmentally disabled offenders, having had first-hand experience in this intricate field; problem-solving and new ideas will have an immediacy not otherwise possible.

Highlighting the afternoon schedule will be a presentation by *The Mental Health Players,* a well known improvisational theatrical group composed of staff members from The Hudson River Psychiatric Center.

The Conference fee is $25.00 for the day, including luncheon and materials. Reservations must be received by Sept. 16th.

Checks can be made payable to: ACE/Network-Workshop Conference.

Mail to:

Center for Continuing Education
Grimm House
The College at New Paltz
State University of New York
New Paltz, NY 12561

For further information call: (914) 257-2620 or 257-2101.

Literature Review

Music therapy for the developmentally disabled by Edith Hillman Boxhill, C.M.T., Rockville, MD: Aspen Systems Corp., 1985, pp. 269.

This book is a welcome and necessary contribution to the profession of music therapy, a field which—perhaps because of its relative infancy—has produced few comprehensive texts addressing the therapeutic use of music with specific client populations. Drawing on her years of experience as a clinical practitioner specializing with the developmentally disabled, Ms. Boxhill has assembled a volume that thoroughly and completely encompasses the rationale, theory, and technique of music therapy with this client group. Extremely well-researched and perceptively written, the book serves as an instructional tool to student and practicing therapist, and also functions as a reference and resource guide to the broader audience of special educator, allied professional, and parent.

The author begins with an overview of the general practice of music therapy, and then provides the rationale and psychobiological bases for the use of music with the developmentally disabled. Ms. Boxhill continues by offering a comprehensive guide to assessment and treatment planning for this group, along with a remarkably thorough outline of normal and abnormal developmental patterns. Stressing a holitic assessment of the client, she offers sample goals, objectives, and progress report formats for use in treatment planning. The most invaluable portion of the book may lie in the appendix to this section, which contains a Music Therapy Assesement form addressing every facet of an individual's physical, cognitive, and social functioning domains, including musical behaviors and response patterns.

The author follows the section on assessment and planning with a delineation of the context and theoretical bases of her approach to treatment with the developmentally disabled. Ms. Boxhill describes her humanistic approach as *A Continuum of Awareness,* "the creative process of using music functionally as a tool of consciousness to awaken, heighten, and expand awareness of self, others, and environment" (p. 71). Within this context, three main strategies of intervention are employed: Reflection, Identification, and Our Contact Song. Each strategy is designed to awaken awareness and heighten the client's underdeveloped sense of self, leading ultimately to intrinsic learning and change. The client-therapist relationship, group, and individual dynamics are integral components in the strategies of the Continuum, and Ms. Boxhill discusses the process of each and their integration with specific music therapy methodologies (Clinical Music Improvisation, Composed Music) and therapeutic music components, i.e. melody, pitch, song text. Process-oriented descriptions of treatment effectively demonstrate the actual implementation of *A Continuum of Awareness* in clinical practice. To assist the music therapist in carrying out this process-oriented therapy Ms. Boxhill provides a selection of actual designs for music therapy experiences. Lyrics and music supplement suggested activity designs and goals, and two appendices list music books and records that may be used as resource materials.

In the book's final chapter, the author provides an organizational plan for structuring a music therapy program, including duties of the music therapist and director, and a list of essential equipment and materials. A transdisciplinary approach to treatment is briefly discussed, and the author concludes with a diagrammatic representation of *A Continuum of Awareness.*

Throughout the book, Ms. Boxhill's respect for the dignity and worth of each individual is evident. The joy she experiences in her work, and her belief in the power of music as a healing agent shines through the solid, informational text. In her own words, "if your hearts and minds are open, if your vistas and horizons are broadened, if your searchings and pursuits make a difference in the lives of the developmentally disabled through music therapy, then this book will have fulfilled its purpose" (p. 233). This reviewer would like to suggest that this book, indeed, has fulfilled its purpose most nobly.

Janice Stefanacci, R.M.T.
Music Therapist
733 East Fornance St.
Norristown, PA 19401

REMEMBER

**Conference at
the Concord.**

October 24-27, 1985

student
scope

STUDENT SCOPE

Ginny Byron

Hi-this years NYS-SCEC board is a spirited one and we're starting off the new year with our annual leadership workshop.

The leadership workshop will be held in Ithaca at Camp Barton, September 27, 28 and 29th. The agenda includes many helpful suggestions for student chapters which include: Leadership and Formulating goals: Time Management: How to Work with Your Advisor: How to Get and Keep members: Fund-raising Events: Effective Communication: Resource Contacts: and Goal Sharing. Besides these topics, there will be fun events to improve communication and to ease the tension of being an important CEC member. There will also be much to learn from brainstorming with other chapters on events they've already had and ones they're yet to have. To top it off, there will be lots of food, campfires, and great company. So come join us at Camp Barton, September 27, 29, 29th. To further this event, there will be more information coming to the student boards directly.

Since The Forum is a professional newsleter, the NYS-SCEC Board welcomes your ideas and help in communication between State and local levels. We would appreciate it if you contacted your local student CEC and told them about the leadership workshop and other events being held state wide. I urge the student chapters to reach out and contact us if they need assistance in anyway:

Pat Holbrook—*President*
Ginny Bryon—*Publications*
Jeanne Shannon—*Govenor*
Patti Lamica—*Treasurer*
Ida Jean Holman—*Advisor*

To contact any of these people please send letters to Ginny Byron, 66 North St., Geneseo, NY 14454.

Another upcoming event is the NYS-CEC Conference. This conference includes sessions such as: Graduate School Now or Later: Programs in Chapter CEC's: and Student Teaching. There will be more information presented at the conference but this is only a taste of the many different topics that will be shared. More information will be out soon since the conference is only in its beginning stages.

I personally want to welcome all the new CEC Boards and wish them a fun and exciting year. Remember CEC is for people like You and Me, and for those exceptional people out there that need just a little bit of extra attention.

Ginny Byron
NYS-SCEC Board
Publications

The Connecticut, New Jersey, New York and Pennsylvania State Federations, The International Division for Early Childhood of The Council for Exceptional Children

present

The Third Annual

NORTHEAST REGIONAL COALITION CONFERENCE

Legislation and Litigation: Programs for the Handicapped

January 24th and 25th, 1986

at

Teachers College, Columbia University

Friday, January 24th

8:00 P.M. Reception for Speakers and Conference Participants

Saturday, January 25th

8:00-8:50 A.M. Registration and Coffee

8:50-9:00 A.M. Introduction and Overview of Program—Sal Pizzuro, New Jersey

9:00-9:10 A.M. Welcome—Dr. Jeannette Fleischner, Chairperson, Department of Special Education, Teachers College, Columbia University

Dr. Frances P. Connor, Richard March Hoe Professor, Department of Special Education, Teachers College, Columbia University

9:10-9:30 A.M. Greetings—CEC Unit Presidents
Bertha Perez, President NY
Beatrice Krawiecki, President, CT
Vincent McViegh, President, PA
Amy Joole, President DEC

9:30-10:15 A.M. Concurrent Sessions

I. *The Role Congressional Committees*
Ellin Cogleton, Staff Member, Senate Subcommittee on the Handicapped

II. *The Need for Personnel and Leadership Development*
Panel:
Dr. Jed Luchow,
President-Elect, NY
Dr. Jeannette Fleischner
Dr. Tom Stich, PAN
Coordinator, PA
Beverly Johns, Chairperson, Governmental Relations Committee

III. *Student Coalition—Legislative Awareness*
Debbie Martin,
President, PA
Student Association,
Session Leader
Students from CT., NJ., NY & PA

10:20-11:00 A.M. Keynote Address—The Impact of Federal Policy
Dr. Edwin Martin, Former Assistant Secretary of Education for Special Education and Rehabilitation Services.

11:00 A.M.-12:30 P.M. Current Legislative Issues
Frederick J. Weintraub, Assistant Executive Director, Department of Governmental Relations, Council for Exceptional Children

Joseph Ballard, Associate Director, Department of Governmental Relations, Council for Exceptional Children

12:30-2:00 P.M. Lunch

2:00-3:00 P.M. Critical Legislative Issues—State PAN Coordinators
Dr. Tom Stich, Pennsylvania
Ms. Betty Norris, Connecticut
Dr. Shirley Zietlin, DEC
Dr. Larry Banco, New York

3:00-5:00 P.M. Wine and Cheese

CONFERENCE REGISTRATION

Send registration fee to: Susan Provenzano, Department of Special Education, Teachers College, Columbia University, New York, NY 10027.

Make checks payable to: CEC Chapter 45

Name ______________________ Amount included ____________

Address ______________________

Phone ______________________ Organization ______________________

Conference Registration Fees:

CEC Regular Member	$30.00	Regular Non-member	$40.00
CEC Student Member	$15.00	Student Non-member	$20.00

N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC.
THE COUNCIL FOR EXCEPTIONAL CHILDREN
AMERICAN ASSN. ON MENTAL DEFICIENCY

CONSORTIUM CONVENTION 1985
"The Challenge of Technology"

at

The Concord Hotel

October 25-27, 1985

Keynote Speaker (Saturday): Edward J. Cain, Jr.
Director of Pupil Personnel Services, Commack Public Schools
Immediate Past President, Technology and Media for the Handicapped, CEC

"Technologies Role in the Future for the Handicapped"

Feature Speaker (Friday): Dr. Mark Friedman, Researcher in Robotics Carnegie-Mellon University

"Robotics and the Handicapped"

PRE-REGISTRATION PROGRAM
CONSORTIUM CONVENTION
OCTOBER 25-27, 1985

PROGRAM SCHEDULE

Friday, October 25, 1985

8:30- 6:00	Registration
10:45-12:00	Noon Workshop Session I
12:00- 5:00	Grand Opening Exhibit Area
12:30- 1:00	Lunch
2:00- 3:15	Workshop Session II
3:30- 5:00	Featured Speaker Dr. Mark Friedman, Carnegie-Mellon University "Robotics and the Handicapped"
5:15- 6:00	Wine and Cheese Reception
7:00-10:00	Theme Dinner "Computers, Robots and The Future"
9:00-10:00	Student CEC-Annual Meeting
9:15-10:15	CEC-Division for Learning Disabilities-Annual Business Meeting CEC-Division for Career Development Annual Business Meeting CEC-CASE-Annual Business Meeting CEC-Division for Early Childhood
10:30-	Concord Hotel-Showtime

Session I

Friday—Session I 10:45 A.M.—12:00 Noon

F.1 **"Talents Unlimited": An Overview**
Presenters: Katie Miller, Elementary Education Teacher, Kingston City School District
Yvonne Sill, Elementary Education Teacher, Kingston City School District

Talents Unlimited is a program intended for classroom use which develops creative thinking and problem-solving skills. By incorporating the program into the daily curriculum, elementary school-age children, including special education students, are exposed to productive thinking exercises, communication skills (both oral and written), as well as, forecasting, planning and decision-making skills. Sponsored by NYSATH.

F.2 **A Model for Integrated Education**
Presenters: Patricia G. Howard, Elementary Principal, Edward Smith School, Syracuse, N.Y.
Joseph Marusa, Elementary Education Teacher, Edward Smith School, Syracuse, N.Y.
Deborah Quick, Elementary Education Teacher, Edward Smith School, Syracuse, N.Y.

This presentation will provide a practical overview of successful integration/mainstreaming classrooms for groups of severely handicapped (mainly autistic) elementary schoolage children. A description of the organization of classes and the strategies used to implement the program will be provided. Discussion will include the social and political forces which instigated the program, the training and support provided to the staff, preparation procedures of the special needs students and the typical students and preparation procedures for the entire school community. Sponsored by NYSATH.

F.3 **Special Preschool Programming: Evaluating Its Effectiveness**
Presenter: Carol Eagen, Project Director, Putnam/Northern Westchester BOCES, Regional Program for Preschool Handicapped Children

Preschool programs for handicapped children in New York State must recognize the need to document the benefits their services provide to students and families. This program will describe one model for identifying and collecting appropriate data on the effectiveness of programming. Hand-outs will be provided to workshop participants. Sponsored by NYSATH.

F.4 **Innovations in District-Operated Programs**
Presenters: Parnel Wickham, Ph.D.
Harry Fensom

A look at the planning and implementation of a class for S/P children in a public school. Sponsored by AAMD.

F.5 **The Alternative to Aging Out**
Presenters: Catherine M. Boehm, M.S. Ed.
Sarah M. Anderson, Ph.D., Buffalo State College

A continuing education model for developmentally disabled adults. Sponsored by AAMD.

F6. **Strategies to help develop programs in CEC**
Presenters: Carol Johnson
Amy Weis
Pat Holbrook
Students, SUNY-Geneseo

Programs involving students in training for special education. "Friends"—a recreational program for adults; "Let's Play to Grow"—for young handicapped children and their families; "Exceptional Experience Week"—an awareness program. Sponsored by Student CEC.

F.7 **Project Mainstream**
Presenters: Joel Brodsky
Jericho, New York

The presentation will describe a Learning Center which was created for secondary students classified as Handicapped or Pupils with Special Educational Needs. Sponsored by CEC.

F.8 **Group-Oriented Management Systems**
Presenters: Spencer J. Salend, SUNY College at New Paltz
Elizabeth Allen, Kingston City Schools
Barbara Gordon, Wappingers Falls School District

The purpose of this presentation is to provide educators with guidelines for implementing group oriented management systems that may serve as alternatives to traditional token reinforcement systems. Four group management systems will be presented. Sponsored by CEC.

F.9 **Language Problems and the Bilingual Child: Difference or Deficits?**
Presenter: H. Roberta Anigo
Hunter College, CUNY

This workshop will demonstrate how teachers and clinicians distinguish between the child with a true language impairment and the child who is going through the normal process of acquiring a second language. Sponsored by CEC.

F.10 **Less Restrictive Placement: Building Networks Project**
Presenters: Beth Bernstein, Psy.D.
Toby Turkel, Ph.D.
Division of Special Education
New York City Board of Education

This workshop will present a staff development program which seeks to enhance and increase the movement of special education students into less restrictive environments by improving communication networks between general education and special education staff with teaching, administrative, clinical and support responsibilities.

The presenters will provide examples of typical teacher workshops and handouts, as well as guidelines for the overall implementation of the project model. Sponsored by CEC.

Session II

Friday—Session II 2:00-3:15 P.M.

FR.1 **Music: A Primary Developmental Tool**
Presenter: Barbara W. Walling, Music Teacher K-12, Stamford Central School District

The philosophical and practical bases of a music/movement/listening program designed as a developmental tool will be discussed. Demonstrations of techniques and practical suggestions for implementation, including principles, used in the Orff and Dalcroze methods, will be presented. An annotated bibliography will be distributed. Audience participation. Sponsored by NYSATH.

FR.2 **Art Expressions From Found and Natural Objects**
Presenters: Marilyn Costello, Art Teacher
Kingston City School District
Nita Rockwell, Art Teacher
Kingston City School District

This will be a "hands on" workshop with materials supplied, "hands outs", and a short audio-visual presentation of special education student's work in expressing with natural and found objects as a basic medium. (Workshop limited to 20 participants.) Sponsored by NYSATH.

FR.3 **Resource Room Strategies for the Secondary Student**
Presenter: Lenore P. Stoller
Acting Supervisor, Special Education
New York City Board of Education

Materials, motivation techniques and strategies for Junior and Senior High School Resource Room students will be presented. Associated areas, e.g., articulation with the mainstream, scheduling and study techniques, will be included. Mrs. Stoller is a former Resource Room Teacher Trainer. Sponsored by NYSATH.

FR.4 **Medical Services in a Community-Based Day Treatment Center**
Presenter: Joseph Michaels, M.D.
Shield Institute, Bayside

This workshop will present a system of delivery of psychotropic medications and emergency services. Sponsored by AAMD.

FR.5 **The Aged MR/DD: Family Issues**
Presenter: J. Paul Synor, ACSW, CSW
West Seneca Developmental Center

This workshop will describe the service needs of the aging MR/DD clients and their families. Sponsored by AAMD.

FR.6 **Blissymbolics: A Successful Reading and Language Arts Approach**
Presenters: Gloria Sorkin
Jacqueline Zaretsky
Mimi Dessen
Bonnie Kirschenbaum
Brooklyn Center for Multiple Handicapped Children
New York City Board of Education

This workshop will describe reading and language arts program that utilizes Blissymbolics and multisensory techniques as an alternate reading approach for children who are Learning Disabled, Multiply Handicapped and Severely retarded. Sponsored by CEC.

FR.7 **Current Research on the Education of Handicapped Offenders**
Presenters: Dr. Joseph Trippi
Dr. Robert Michael
Anna Marie Friedli
Robin Dering
Barbara Chapman
Barbara Kovarovic
Thomas Coffey
State University of New York College at New Paltz

Current research on issues related to teaching handicapped offenders conducted at SUNY New Paltz will be presented. Five related research projects will be discussed. The topics include: special education teacher competencies for working in Division for Youth and correctional facilities, curriculum and material development for programs in correctional facilities, alternatives to incarceration for handicapped offenders, and an evaluation of a handicapped offenders training workshop for special educators. A panel discussion format will be used. Sponsored by CEC.

FR.8 Computers and Technology in New York State: An SED Survey
Presenter: Jeannette Fleischner, Ed.D.
Teachers College, Columbia University

This workshop will report on a project sponsored by the New York State Education Department on the availability and use of technology in special education classrooms. Sponsored by CEC.

FR.9 What Do Employers Really Look For?
Presenter: Gary Pogorzelski, Dir. Special Programs
Niagara Wheatley School District

This workshop will present strategies when applying for a teaching position in Special Education. Sponsored by Student CEC.

FR.10 Part 100 Regulations and Students with Handicapping Conditions
Presenter: Fred DeMay, OECHC
New York State Education Department

This presentation will include an examination of changes in Part 100 Regulations resulting from the Regents Action Plan and provide discussion of the impact of these revisions for students with handicapping conditions. Sponsored by CEC.

Saturday, October 26, 1985

8:30-Noon	Registration
9:30-10:45	Workshop Session I
9:30- 5:00	Exhibit Area Open
11:00-12:15	Keynote Speaker Edward J. Cain, Jr. Director of Pupil Personnel Services, Commack Public School "The Future of Technology for the Handicapped"
12:30- 1:30	Lunch
1:45- 3:00	Workshop Session II
2:00- 5:00	Software SWAP.
3:15- 4:30	Workshop Session III
4:30- 6:00	NYSATH Annual Business Meeting
6:30- 7:30	1985 Consortium Convention Cocktail Party
9:00-10:00	CEC Annual Business Meeting AAMD Annual Business Meeting NYSATH Installation of Officers
10:30-	Concord Hotel - Showtime

Saturday — Session I 9:30-10:45 A.M.

S.1 Educational Computing: Debugging Computer Use
Presenter: Walter Lallier, SETRC Trainer
Herkimer County BOCES

The use of the microcomputer may be headed the way of other innovations; i.e., TV, overheads, etc., unless educators debug instructional utilization problems. Linking educational computing with mental/physical ability, levels of presentation and learning styles can promote effective learning in the classroom. Sponsored by NYSATH.

S.2 A Class with Critters Makes for Caring Kids
Presenter: Georgiana Prenesti-Lombardi,
Special Education Teacher
New York City Board of Education

Activities and experiences in a special education classroom designed as an environmental learning center will be depicted in a slide presentation. Topics to be explored include the construction of bird feeders, setting up an aquarium and relating humane education to other curriculum areas. Student projects will be displayed and resource information will be supplied. A portion of the program will be a "hands on" experience in which participants will create a related project for their classroom. Sponsored by NYSATH.

S.3 Interacting with Handicapped Students: Are the Feelings, Thoughts and Behaviors of Helping Professionals Helpful?
Presenters: Jeff Lambert, Director
Special Educational Services
Long Island University
Bob Nathanson, Ed.D.
Associate Professor of Education
Long Island University

No matter how well trained or sensitive, educational personnel are not immune to holding biases, beliefs or prejudices about persons who have handicapping conditions. These feelings and thoughts are carried into daily interactions with disabled youngsters, and can have a profound effect on students' integration into the educational "mainstream." This workshop will, in a non-threatening manner, (1) enable participants to take a look at their own feelings and thoughts, and at resulting verbal and non-verbal behaviors that may be unintentionally communicated to disabled youngsters, and (2) provide a basis for inservice training which participants may replicate in their home school districts. Sponsored by NYSATH.

S.4 Effective Advocacy for the 80's and Beyond
Presenter: David Page, Executive Director
Mayor's Advocacy Office for the Handicapped, Buffalo

This workshop will examine five advocacy strategies and techniques for remediating deficiencies and improving services for the handicapped. Sponsored by AAMD.

S.5 Microcomputers: A Variety of Uses for Professionals serving the Developmentally Disabled

Presenters: Jeffrey Mahr
Al Acevedo
Alvin Bobroff
Paul Cirelli
Glenn Hendricksen
Chris Smiezak
Robert Weinstein
Letchworth Developmental Services

This workshop will explore the multifacted uses of the microcomputer in a total care facility, from business management to library to clinical services. Sponsored by AAMD.

S.6 The Effect of Computer Use on Affect and Language Development

Presenters: Joan Wald Baken, Ed.D.
Cynthia Moren, Speech Coordinator
Frances Zawacky, Psychologist
Jane Schneider, Speech Therapist
The Shield Institute-Manhattan

This workshop will discuss the Laureate Learning System's First Words Program for developing expressive and receptive language ability; the program's impact on subject's affect will also be discussed. Sponsored by CEC.

S.7 Technology for the Visually Impaired: Availability and Usability

Presenters: Davon Werner, OMS
Ida Jean Holman, Ph.D.
SUNY-Geneseo

This presentation will begin with a brief overview of available technological aids for the visually impaired. The main focus of the presentation, however, will be (1) how to assess the needs of individual students to benefit from technological devices; (2) how to locate and determine the availability of resources within the school or district; and (3) how to pair the need and availability with the least amount of additional equipment software or expense. Sponsored by CEC.

S.8 Augmentative Communication Systems Used by Non-Verbal Multiple-Handicapped Children

Presenters: Sybil Sheinberg, Principal
Karen Popowsky
Arlene Budin
Lynda Grenga
Queens Center for Multiple
Handicapped Children
New York City Board of Education

This workshop will show, through video tapes and a slide presentation, how augmentative systems are used in speech-language therapy and carried over into the classroom setting. This visual presentation will offer an opportunity for teachers, educators, administrators and other professional to become acquainted with the exciting and innovative language systems currently being used with non-verbal children at the Queens Center for Multiple-Handicapped Children. Sponsored by CEC.

S.9 Experiential Learning Through Risk Taking Challenge and Adventure

Presenters: Herbert L. Foster, Ed.D.
SUNY at Buffalo
Sally Quinby, SETRC Trainer
Nancy A. Biernat, Teacher
Buffalo

This presentation will include the history and background of experiential learning in general and for the handicapped in particular. The presentors will suggest that special educators stop over-protecting their students and provide more socially acceptable risk taking, challenging, and adventuresome programming as part of their curriculum. Materials provided will include examples of existing programs, funding sources, and a bibliography. Sponsored by CEC.

S.10 Student Teaching: What Is It Really Like?

Presenters: Panel from SCEC

This workshop will include a panel of student teachers, cooperating teachers, supervisors, first year teachers, veteran teachers, and administrators discussing teacher preparation in Special Education. Sponsored by Student CEC.

S.11 Status Report: State Education Department Development of a Computerized System for Special Education

Presenter: Fred DeMay, NYSED

This presentation will provide an overview of a computerized system for managing special education and IEP development in New York State. Discussion of the components and anticipated results will be highlighted. Sponsored by CEC.

S.12 Special Session at The Pool
Adapted Aquatics for the Handicapped

Presenter: Elizabeth Barnett, Teacher
Queens Center for Multiple Handicapped Children
New York City Board of Education

Participants are expected at the pool in swim suits. This workshop will demonstrate techniques for developing and instructional and recreational swim program for the multiple handicapped. Sponsored by CEC and NYSATH.

Saturday — Session II 1:45-3:00 P.M.

SA.1 The Computer in Not a Brain

(To be repeated 3:15-4:30 P.M.)
Presenter: Walter Lallier, SETRC Trainer
Herkimer County BOCES

This presentation begins with an overview of the parts and functions of the three brains humans utilize in processing information and implications for classroom use. Discussion will focus on using computers to enhance a whole-brain approach to learning. Sponsored by NYSATH.

SA.2 Special Education and the IBM PC
(To be repeated 3:15-4:30 P.M.)

Presenters: Millie Feuerman, Assistant Principal for Special Ed.
E.R. Murrow High School
New York City Board of Education
Helene Shuster, Assistant Principal of Special Ed.
Clara Barton High School
New York City Board of Education

This workshop offers a demonstration for special education students, teachers and administrators, of the uses of the computer in the areas of: word processing, computer assisted instruction and administration. Sponsored by NYSATH.

SA.3 Communication Options for the Nonvocal Student

Presenter: Joan M. Miller, Ph.D.
Associate Professor of Education
Mount Saint Mary College
Newburgh, New York

Various ways to encourage students who are nonvocal or unintelligible to communicate will be presented. A range of nonvocal options, from inexpensive, teacher-made communication boards to computer programs for severely motorically impaired students, will be explored. Sponsored by NYSATH.

SA.4 Instructional Techniques for Training Learning Disabled Students to Write with a Word Processor

Presenters: Joel M. Klein, Ed.D.
Director of Pupil Services
Clarkstown Central School District
Margaret Nelson Creskey, Special Education Teacher
Clarkstown Central School District

Instructional strategies will be presented for enabling elementary school students to use a word processor efficiently and independently so that the word processor could then serve as a tool to facilitate fluency, flexibility and creativity in writing. This program has been incorporated in Harvard University's Educational Technologies Database Project as a prototype. The discussion will include grant writing strategies to use to obtain a computer. Sponsored by NYSATH.

SA.5 Work Adjustment Training: Addressing the Dropout Problem

Presenters: Paul D. Lucas, Placement Coordinator
Mark Costello, Director of Spec. Ed.
North Westchester BOCES I
Joseph Wychunas
Peekskill Public Schools

This workshop will examine a comprehensive training program to prepare handicapped students for the jobmarket. Sponsored by AAMD.

SA.6 Implementation of Computer Technology in a Special Education/Clinical Setting

Presenter: Rita Lashway, Director of Computer Operations
UCPA of Western New York

This workshop will share techniques for employing the microcomputer in a wide variety of uses in teaching and diagnostics. Sponsored by AAMD.

SA.7 The Metropolitan Museum of Art as a Resource for the Mentally Retarded Public

Presenters: Charles Steiner, Assoc. Museum Educator
Claudia Hanlon, Lecturer
New York City

This workshop will describe a model program for the use of museums for MR/DD people. Sponsored by AAMD.

SA.8 Special Education in the United States: A Need for Reform

Presenters: Teresa Trimarco, Ph.D.
Irene S. Pyskowski, Ph.D.
Geraldine D. Chapey, Ed.D.
St. John's University, Staten Island

In response to implementation of PL 94-142, the United States Office of Education and several state education departments have issued separate regulations.

The present study sought to determine the current "front line" situation regarding the delivery of services to the exceptional child as reported by administrators, teachers and state officers.

Evidence indicated that state officers differed in a variety of areas related to the organization of classes and the placement of children. However, trends appeared to emerge. It was concluded, therefore, that reform in teacher training and teacher certification is necessary. Ideas for future research will be suggested. Sponsored by CEC.

SA.9 Applying a technological model of Instructional Development within the Special Education Classroom

Presenters: Dr. Idajean Windell
Dr. Judith Bondurant
SUNY College at Buffalo

Participants will be introduced to a tested model of instructional development and show how these techniques may be integrated into a directive teaching model. Included will be a cassette, filmstrip demonstration of the approach and practical suggestions for its implementation in the special education classroom. Sponsored by CEC, AAMD, and DLD.

SA.10 BASIC Programming Techniques: Programs Used by Special Students

Presenter: Mark I. Marpet, Ph.D., PE
St. John's University

This workshop will demonstrate techniques to allow programs to be made usable by handicapped students. Examples of program modules which can be incorporated in BASIC programs will be given. (To attend please be familiar with the BASIC programming language.) Sponsored by CEC.

SA. 11 **Technology Education: A Perspective on an Implementation Program for Exceptional Students**

Presenter: Edward E. Blutstein, MS, ACEAS
UCP-New York City

This workshop will offer a broad perspective of technology education as it relates to industrial arts education for the handicapped. Sponsored by CEC.

SA.12 **A Partnership Toward Fostering Communication Skills for Students That Are Severely Handicapped: The Special Educator and The Speech Pathologist**

Presenters: Linda E. Lessen, M.Ed.
Our Lady of Mercy Medical Center
Hildy Lipner, MA, CCC
Terence Cardinal Cooke
Health Center

Augmentative communication tools designed through a collaborative effort of the Special Educator and the Speech Pathologist appear to work most efficiently and effectively for the student.

This presentation will outline techniques for developing an appropriate communication system for a student that is severely handicapped. Actual case studies accompanied by a slide presentation detailing several of the options available (many of which can be constructed by staff at the school) will be shared. Sponsored by CEC.

SA.13 **Experiential Learning: A Model Secondary Program For Trainable Students Using Resources in the Community and Community Work Sites as a Direct Means of Training Students for Independence After Leaving School**

Presenter: Eric H. Bright, Teacher
Malone, New York

This program sheds the traditional classroom approach to teaching and training trainable-level mentally handicapped students in preparation for adulthood. The school becomes a home-base and resource center for various experiential learning activities in this rural community. Several overnight trips per year add more in-depth experiences.

This presentation will outline how this program has evolved, specific experiential learning activities, measurable and immeasurable student gains, and the practical aspects of developing and managing such a program. Sponsored by CEC.

SA.14 **PARENTS—Count Us In!**

Presenters: Sarita Rein, Coord. PCLP
Sharon Kaplan, M.S. Supervisor
New York City Board of Education

This workshop will describe a program that has been designed by the New York City Board of Education to prepare the parent for the new Part 200.6 continuum of Educational Services regulations. Sponsored by CEC and DLD.

SA.15 **What Else Can I Do With My Degree?**

Presenters: Panel from Student CEC

Teaching is not a college graduate's only career choice. Options to be covered will include attending graduate school, administrative work, private tutoring, recreation, adult education and other career choices. Sponsored by Student CEC.

Saturday — Session III 3:15-4:30 P.M.

SAT.1 **The Computer is Not a Brain**
(Repeated from Session II)

Presenter: Walter Lallier, SETRC Trainer
Herkimer County BOCES

This presentation begins with an overview of the parts and functions of the three brains humans utilize in processing information and implications for classroom use. Discussion will focus on using computers to enhance a whole-brain approach to learning. Sponsored by NYSATH.

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Presenters: Millie Feuerman, Assistant Principal for Special Ed.
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New York City Board of Education

This workshop offers a demonstration for special education students, teachers and administrators, of the uses of the computer in the areas of: word processing, computer assisted instruction and administration. Sponsored by NYSATH.

SAT.3 **The Birchwood School Program**

Presenters: Art Jakubowitz, Principal
The Birchwood School
Clarkstown Central School District
Susan Tureff, Clinic Supervisor
The Birchwood School
Clarkstown Central School District
Nita Fierro, Teacher/Educational Supervisor
The Birchwood School
Clarkstown Central School District

The Birchwood School is a therapeutic day school for severely emotionally handicapped students. The presentation will describe methods utilized at the school and will include a slide presentation, a description of the clinical and educational program, and a discussion of how "teamwork" pulls it all together. Sponsored by NYSATH.

SAT.4 **Music Therapy with the Developmentally Disabled: A Continuum of Awareness**
Presenters: Edith Hillman Boxill, CMT
New York University
Margaret Armstrong, CMT

This workshop will present the use of music as a therapeutic tool to heighten awareness of self, others, and the environment. Sponsored by AAMD.

SAT.5 **Sexuality Education for Developmentally Disabled Persons: Issues and Strategies**
Presenter: R. Bruce Baum, Ed.D.
Buffalo State College

This workshop will present methods for instructing developmentally disabled individuals about sexuality education. Sponsored by AAMD.

SAT.6 **The Effect of Computer-Assisted Editing on the Writing of LD College Students**
Presenters: Jed P. Luchow, Ed.D.
Mary White-Edgar, Ed.D.
The College of Staten Island, CUNY

This workshop will describe the results of a research study on the use of microcomputers as word-processors in the editing/revising portion of writing exercises with LD college students. Sponsored by CEC and DLD.

SAT.7 **Implementing a school-based Computer Lab: Pitfalls and Pratfalls**
Presenters: Dr. Charles Hedbring, Director
Program STEPPE
Robert Levine
PS 77K, NYCBOE

The objectives of the workshop are: (a) present a videotape of the hardware and software used in the microlab, including hardware modifications needed to accommodate the population served and also the empirical research that supports the form and format of the software we have developed; (b) set forth the positive outcomes that the laboratory has enjoyed, in terms of pupil performance and learning patterns; (c) discuss at length a number of administrative, logistical and personnel problems one is likely to encounter while setting up a computer laboratory; and (d) provide a list of relevant resources along with handouts of several readings that participants may wish to use for informational and instructional purposes in their own work. Sponsored by CEC.

SAT.8 **Retardation: A State of Mind, Not a Way of Life-Are we handicapping our handicapped children?**
Presenters: Theresa Petrungaro
Ann Tomo
Joy Simon
P.S. 205K, Brooklyn, New York

This workshop will describe a program for the trainable mentally retarded, ages 7-17, which is departmentalized to provide experiences leading to placement in a sheltered workshop or community living. Sponsored by CEC and NYSATH.

SAT.9 **Using Puzzles as a Tool to Teach Language and Math Concepts**
Presenter: Selda Steckler
BOCES-Nassau

Participants in this workshop will move from the use of a simple egg carton to the development of handmade teaching puzzles in order to introduce and reinforce basic skills concepts in math and language. Sponsored by CEC.

SAT.10 **Understanding Woofin', Jivin', The Dozens, and Other Fear games in our schools**
Presenters: George Singfeld, MS
Gustave Hartmen YM-YWHA
Herb Foster, Ed.D.
SUNY Buffalo

This workshop will present the concepts and practice of *Woofin', Jivin', Dozens Playing* and other stylized language and behaviorial fear games, used by minority and poor youngsters in many of our inner-city schools, specialized schools and classes. We will show how: (1) these behaviors are used to test teachers; and (2) continue to cause so many problems for teachers, administrators and other members of the school community. *Reality* examples will be described, role-played and discussed. Sponsored by CEC.

SAT.11 **A Computer Based Learning Environment for the Special Needs Learner**
Presenters: Dr. Florence Mann, Bronx Tech. Asst. Center
Dr. Pat Yacobacci, New York University
Marjorie A. Elliott
Bronx Special Education Regional Office

This workshop will describe the implementation of a comprehensive model pilot project for the effective use and integration of computers in self-contained special education classrooms, K-12. Sponsored by CEC.

SAT.12 **Interdisciplinary Role of the Prescribing Physician in an Adult Day Treatment Center**
Presenter: Joseph Michaels, MD, DPN
Shield Institute, Bayside, New York

This workshop will present aspects of the problem of dual diagnosis of the adult patient. Sponsored by AAMD.

Sunday, October 27, 1985

8:30-	Breakfast
9:30-11:30 a.m.	**Guardianship: The Pros and Cons of Limited Guardianship**
Moderator:	Irene L. Platt, Commissioner New York State Commission on Quality Care for the Mentally Disabled

Panelists: Barry Gold, Chairman
New York State Bar Association's Committee on Mental and Physical Disability
Hon. Bertram R. Gelfand,
Bronx Surrogate Court Judge

This panel will be discussing the issues of guardianship and the services for the developmentally disabled. Sponsored by AAMD.

10:30-12:00 noon CEC Leadership Training Meeting

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AFFILIATION: ☐ AAMD ☐ CEC ☐ NYSATH ☐ STUDENT ☐ NONE

Persons in need of special accommodations or equipment in rooms or presentations please indicate your needs:

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*FULL TIME STUDENTS only may register for the reduced fee. Those people who hold a full time paid position in addition to being a full time student WILL NOT be considered students for registration purposes.

N.Y.S. ASSN. OF TEACHERS OF THE HANDICAPPED, INC

THE COUNCIL FOR EXCEPTIONAL CHILDREN

AMERICAN ASSN. ON MENTAL DEFICIENCY

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